

**DIALOGUE AS A MANAGEMENT TOOL FOR CONFLICT RESOLUTION AT
RONGO UNIVERSITY**

OKUTHE AWUOR PELESIAH

**THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT
FOR THE DEGREE OF MASTER OF SCIENCE IN COMMUNICATION STUDIES
IN THE SCHOOL OF INFORMATION, COMMUNICATION & MEDIA STUDIES
OF RONGO UNIVERSITY**

SEPTEMBER, 2018

DECLARATION

Declaration By the Student

This thesis is my original work and has not been presented for a degree in any other University.

Name: Okuthe Awuor Pelesiah

Reg. Number: MCS/6007/2015

Signature:

Date:

Declaration by Supervisors

This thesis has been submitted for presentation with our approval as University supervisors.

Prof. Jerry Agalo

Dean, School of Information, Communication and Media Studies

Rongo University

Signature:

Date:

Dr. Henry Kinya

Lecturer, School of Information, Communication and Media Studies

Rongo University

Signature:

Date:

DEDICATION

To the Only Almighty, Our God, who is the source of wisdom, in whom dwell the true hope, meaning and destiny of our human life. To my daughter, Leilah Anyango.

ABSTRACT

Other approaches have been used for decades to solving issues in Kenyan public universities, but the methods have been found to be less humane and costly. The need to embrace dialogue is a better approach in conflict resolution and should be encouraged towards a transformed society. This study investigates dialogue as a management tool for conflict resolution at Rongo University. It raises the need for knowledge of what dialogue is, competence in how to employ dialogue and its use for it to be a tool in conflict resolution. Employees move beyond any one individual's understanding to gain new insights and create new ideas in ways that cannot be achieved individually. It describes the dialogue process and explores how it shifts both individuals and a group to a collective, shared understanding. In dialogue all parties involved are givers and takers, dialogue can be carried out at different levels at which participants are influenced or influence others. The study was guided by the following objectives; to identify the importance of dialogue in conflict resolution at Rongo University, investigate the requirements for dialogue in conflict resolution at Rongo University and examine if dialogue can be used as a sustainable management tool in conflict resolution at Rongo University. Data was collected from employees of Rongo University. Descriptive study was applied, and purposive sample used. The target population was a total of 500 employees and a sample size of 217 using Krejcie and Morgan sampling table. It was anchored by dialogue theory. Qualitative and quantitative approaches were adapted using questionnaires and observation. Tables, graphs and pie charts were used in data presentation. Results indicated that some of the approaches used in conflict resolution were due to delays, fear of dialogue, and insensitivity of management. The conclusion from the study was that dialogue had not been fully embraced and lack of dialogue was due to the attitude that has developed over time. Employees have not been adequately informed on the importance of embracing dialogue as a better approach to conflict resolution.

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ABBREVIATIONS

COP	-	Cut Off Points
KCSE	-	Kenya Certificate of Secondary Education
JAB	-	Joint Admissions Board
KUCCPS	-	Kenya Universities, Colleges Central Placement Service
CUE	-	Commission for University Education
TKI	-	Thomas Kilmann Instrument

OPERATIONAL DEFINITION OF TERMS

Dialogue: Is a conversation between two or more people characterized by mutual goodwill, open mindedness and cooperation. It is an open, honest conversation about issues that matter to those who are involved.

Dialogue is a form of communication, attitudes towards life and a culture, it sends thoughts out in the room and sees how it sounds and receive reactions.

It's a way to relate to other people and the world at large, where one really tries, not only to understand, but to understand what motivates the other person and makes them reach their understanding of the world. Simultaneously, it makes one visible and open for the other to see. In that way dialogue is a mutual process.

Management: Process of decision making and control over the actions of human beings for the express purpose of attaining predetermined goals. It's getting things done through others.

Management is the activity of resolving a disorderly situation into an intentionally orderly situation, to achieve pre-determined purposeful outcome.

Tool: A tool is something used to do what is necessary to achieve an aim.

Conflict: Is more than just a disagreement. It is a situation in which one or both parties perceive a threat, whether or not the threat is real.

Conflict Resolution: A way where two or more parties to find a peaceful solution to a disagreement among them. Collaborative problem-solving, a cooperative talking-together process that leads to choosing a plan of action that both of you can feel good about.

ACKNOWLEDGEMENT

I thank the Almighty God my creator who is to be honoured for providing the insight and strength to conduct this study. I gratefully acknowledge the guidance I have received from my supervisors Prof. Jerry Agalo and Dr. Henry Kinya, for their unending support, expertise professional guidance, advice and encouragement. Not only correcting my work, but gave a lot of attention and long hours of direct consultation. To Prof. Sangai Mohochi and Dr. John Oluoch, thank you. The keen interest exhibited towards my work was a constant source of inspiration, you supported me greatly through your inspiring comments and ideas. To all staff in the School of Information, Communication and Media Studies and all my classmates, thank you. My gratitude also goes to my employer Rongo University.

My sincere gratitude to my dedicated family and friends who have motivated me to accomplish this goal. Their love and inspiration allowed me to reach for higher ground in my personal and professional life. My parents, Mr. and Mrs. Okuthe, Brothers Dr. Oyieke's family, Eng. Philip, Oginga, sisters Lornah, Milka, Nyangi for their support. Dear friends Prax, Lyn, Aono, Hellen, Cate and Khani will forever remain in my heart for support and encouragement in my life.

Thank you to my treasured daughter Leilah, for your patience, kindness, understanding and support all the time I have been away to complete my work. Thank you.

CHAPTER ONE

1.1 INTRODUCTION

Kenya is a country that has 30 public and 34 private universities, each of them experience conflicts and it affects the operation of the university. Dialogue is important as humans are always in constant communication with one another. Currently, institutions witness conflicts frequently and how the response is, to the conflicting views in communication is an extremely important matter for human coexistence. There is the possibility of responding with fear, hatred, bitterness and violence or with open-mindedness, understanding and acceptance. This makes one wonder whether the potential of using dialogue as a management tool for conflict resolution has been exploited. Dialogue is said to be a tool and specifically a communication tool. I chose to collect data from employees of Rongo University in order to study dialogue as a management tool for conflict resolution. The study is relevant for conflict resolution as it addresses how dialogue help in addressing conflict.

Dialogue is a discussion to exchange proposals and ideas as a key means of resolving conflicts at various levels. Conflicts exist at individual level, wider level and in organizational level. Symmetrical conflict involves similar parties on an even level. Predisposing factors for conflict are basically jealousy and envy. Asymmetrical conflict occurs between dissimilar groups in which parties take on top-dog/underdog relation. This translates to minorities versus majorities, upper class and lower class. Conflicts occur due to scarce resources, communication, frustration, individual differences, clash of values and priorities, insecurity, ideological (generational) differences, propaganda which is deliberate misinformation as a weapon which leads to distortion of perceptions, intentions and interest. It breeds enemy image that contributes to prejudices, hatred and hostility. Dialogue can be preventive against propaganda, enemy images and threats.

Conflict resolution ensures there is peace through dialogue thus promoting reconciliation and understanding the losers' voice. Dialogue tracks root causes and unfulfilled needs to transform perceptions and relationships with a view of preventing recurrence. Conflict resolution can be handled through different approaches like mediation, negotiation or arbitration and at times people are forced to accept what is not favourable to them. Any dialogue involves different parties

whereby each party must adjust to their terms to enable them reach an agreement (Wosyanju & Ayieko).

It is important to engage in peace education as it is both holistic in nature and oriented toward social change and transformation. Transformation implies to deep change affecting ways of thinking, views, behaviours, values, relationships, and social structures (Jenkins, 2008). It is aimed at teaching individuals the information, attitudes, values, and behavioural competencies needed to resolve conflicts without violence to build and maintain mutually beneficial harmonious relationships. (Alderson, 2014) it is the manifestation of an integral culture of body, vitality, mind, intellect and spirit. These elements constitute each person without any discrimination of race, caste, creed, language, nationality and other differences.

For any dialogue to take place there must be a preparation by parties beforehand, planning for the main issues and know the subject of discussion. Proper and appropriate language must be used, understand each other and be willing to negotiate, listen, have goodwill and most important is being honest in addressing issues. For any amicable solution to be reached such skills are necessary for the involved individuals. Dialogue acts as a weapon that enables any communication progress well without much interruptions. Parties involved must agree and understand the reason why they are having dialogue, different views, areas where they disagreed, information available and what the possible hindrances are (Heathershaw, 2007). It is important as it guards against exploitation and manipulation. The study seeks to investigate how dialogue can be used as a management tool for conflict resolution at Rongo University.

Galtung stated that “reconciliation without resolution is pacification; resolution without reconciliation may not be sustainable.” (Galtung, 2013). I argue that dialogue can be a tool in peacebuilding as the goal is to understand the other. Understanding the other can contribute to reconciliation as it enables resolution of trauma and conflict through the construction of equity and harmony. Understanding the other through dialogue can thus contribute to the building of direct, structural and cultural peace.

1.2 Background

Dialogue is viewed as a way of dealing constructively with conflicts. It is positively associated with the satisfaction of the results from teamwork, how united the groups feel and how pleased the individual members of the group are for being part of the group. It is evident that learning institutions still remain in the grip of numerous conflicts which in turn impede the growth and development of the institutions. For this reason, it becomes important to initiate a reflection process in order to facilitate the effectiveness of conflict resolution. Conflict resolution can never be achieved fully without returning cultural values so as to understand how previously they attempted to resolve conflicts which arose between families and tribes. In order to gain full understanding of the mechanisms of conflict resolution, it is necessary to have deep knowledge of the environment of people attached to it that is Rongo University.

Through the element of understanding the environment and the interactions, one can generally identify the effective mechanism to provide a better weapon for conflict resolution. An observation of the habits and culture seems to show that for a long time, any actor who wants to intervene in conflict resolution should favour dialogue. This is a major tool in governance, it helps make rules or mechanisms to resolve conflicts. Problems associated with institution management have been of great concern especially with conflict resolution methods used. In view of Kenyan education system, various enactments serve as guidelines for management and supervision of educational institutions. Most educational institutions have been less successful in resolving conflicts (Discipline, Schools, Education, Science, & Technology, 2001). Because of this, conflict situations in learning institutions, have been affected and performance compromised thus the need for dialogue. The practice of dialogue as a means of conflict resolution has proved the best way to resolve conflict and that is why the study focused on Rongo University.

1.3 Rongo University

Rongo University is a public university that was established by the Excellency President Mwai Kibaki, through Legal Notice No.70, Kenya Gazette Supplement No. 51 on 17th June, 2011. It is located on Kitere Hill, 8 kilometers from Rongo Town, and 2.5 kilometers off Kisii – Migori Highway. Rongo University was established as a constituent College of Moi University and

awarded chartered by Hon. Uhuru Kenyatta the President of the Republic of Kenya on 7th October, 2016.

To achieve the University vision, mission and uphold its core values, it maintains education and leadership guidelines in its overall governance, strategy and planning. The mission of the university is to provide high quality education through teaching, research, community service and nurturing innovative graduates. The university is committed to nurturing and delivering quality, demand driven academic programmes and carrying out research and extension related activities. All these are aimed at improving local and national socio-economic status and well-being of the Kenyan people. The university has six teaching schools; School of Arts and Social Sciences, Business and Human Resource Development, Agriculture, Natural Resources and Environmental Studies, Science, Technology and Engineering, Information Communication and Media Studies and last School of Education. The university has made excellent progress in promoting mutual responsibility with all public especially participating in corporate social responsibility with the community. It has built progress and brought together universities existing policies, commitments, strategies and delivery plans. It is committed to making a positive impact through outstanding performance by surpassing the target set and ensuring quality standards.

1.4 Statement of the Problem

For dialogue to be a management tool for conflict resolution, it requires the knowledge of what dialogue is, competence on how to employ dialogue and adherence to its use. The study focused to see whether such knowledge, competence and adherence reflected in dialogue, is put in practice and if it works. The study raised the need for knowledge of what dialogue is, dialogue as an attitude, communication and a culture.

Cooperation and change are possible effects of dialogue, rather than integral part of dialogue as a form of communication. Rongo University like any other university experiences conflicts due to some factors like communication issues and scarce resources. Another problem is failed attempt by the University to go back to the roots on how conflict was managed earlier. Dialogue as a form of communication requires listening and speaking not having an agreement goal but process that involves asking questions. Rongo University have knowledge and competence on dialogue and the

questions come if this knowledge has reached out all employees and if it is practiced. If it has not reached out, why not embrace it? I argue that professionals on dialogue from Rongo University reflect knowledge of what dialogue is, skill on how to employ it within its requirements, limitations and adherence to its use.

Dialogue is a wonderful and powerful way of bringing oppressed people to talk, it has no right or wrong answers or questions, everybody can participate, and it can give the speechless a voice, and through that create empowerment. The use of force in conflict resolution has worsened things. Lots of working hours have been lost as a result of conflict, increased misunderstanding, compromised production, hatred, increased tension, bitterness, hostility, lack of trust and anger are a result of conflict. Management and employees could come together and have a good dialogue in order to gain a proper understanding of wants and expectations, as this will be a better conflict resolution mechanism for all. Dialogue is the way of overcoming inferiority and the only way to do that, is to bring together the powerful and the powerless.

Higher learning institutions have continued experiencing conflicts (Onsarigo, 2007). Conflict is truly neutral and can be positive (Vardi & Weitz, 2003). The university management and its employees could come together and have a good dialogue in order to gain a proper understanding of wants and institutions expectations.

1.5 Objectives of the Study

1. Identify the importance of dialogue in conflict resolution at Rongo University.
2. Investigate the requirements for dialogue in conflict resolution at Rongo University.
3. Examine if dialogue can be used as a sustainable management tool in conflict resolution at Rongo University.

1.6 Research Questions

1. Why is dialogue important in conflict resolution at Rongo University?
2. What are the requirements for dialogue in conflict resolution at Rongo University?
3. Is dialogue a sustainable management tool for conflict resolution at Rongo University?

1.7 Significance of the Study

The research aims to study how dialogue can be defined academically, whether it can be used as a tool and how it can be a contribution to conflict resolution. The research aims to develop on a theoretical framework for defining and analysing dialogue. The study will be significant to the university at large. It will help build trust, good relationship, improved performance, better working condition, improved facilities and create conducive working environment. The findings to the study will be useful to education researchers, planners' policy makers, the community, the institution and government who will learn on the values for dialogue as well as conflict resolution procedures that can be constructive to the organization.

It serves as an eye opener to the management of higher learning institutions on the need to embrace dialogue. Other organizations will benefit once they embrace dialogue fully in conflict resolution, which will create harmony and improve organizations performance and image. The results to the study will help reduce conflict at Rongo University by employing correct communication systems in handling conflicts which will improve the relationship existing among employees. This improves institutions image, performance and attain its objectives. Management ought to adopt measures that can minimize conflicts by ensuring awareness is created on dialogue.

The importance of this study was focused to management of both private and public universities as it provides the required information on dialogue in conflict resolution in university management. Also it will help management of organizations and government ministries especially the ministry of education, in their bid to deal with conflict and improve security and education standards in the country.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides an account of the literature reviewed on dialogue as a management tool in conflict resolution. The literature review presents how dialogue can be used as a management tool for conflict resolution at Rongo University. The reviewed literature is mainly from primary sources, journals, secondary sources, education policy documents, and articles.

There is need for knowledge of what dialogue is and the competence in how to employ dialogue and adherence to its use. Dialogue is an exchange of information that requires both difference and similarities, it is a form of communication with goal to understand the other. Change and cooperation have possible effects in dialogue as a form of communication and has to do with attitude and culture. Dialogue attributes different meaning to the functions in language than other forms of communication. It is due to the goal of dialogue as understanding that it was used as a tool for conflict resolution. Dialogue can be a sustainable tool in conflict resolution because it contributes to adaptability. Dialogue is a mindset and attitude towards life. Dialogue is a process of genuine interaction in which human beings listen deeply and respectfully to each other in a way that what they learn changes them. Each participant in a dialogue strives to incorporate the concerns of the other participants into their own perspective, even when they continue to disagree. No participant gives up his or her identity, but each recognizes the human value of the claims of the others and therefore acts differently towards others. (Stringer, 2013) The etymology of the word dialogue is from the Greek ‘dialogos’, meaning to speak, while ‘logos’ means word, meaning or reason. ‘Dia’ means through or across.

Dialogue is used instead of means or skill to highlight it as something useful. There are many types of dialogue including sustained dialogue, reflective dialogue, generative dialogue and democratic dialogue. However, dialogue as an approach and process have a common denominator, any type of dialogue basically aimed at creating a quality of conversation that facilitates the transformation of inter-personal relations, sustain industrial harmony and shared understanding of complex problem. Appraising the inevitability of dialogue in conflict resolutions, is an important mechanism which has become almost unavoidable in conflict resolution.

(Bohm, Factor, & Garrett, 1991) synthesized two important aspects of dialogue. The first aspect is the systems or holistic view of nature and the interactions between thinking and internal “models.” The second aspect is our perceptions and actions. Senge adapted Bohm’s method of dialogue by adding one step, involving noticing the “crisis” and processing the crisis before inquiry. However, I feel that dialogue is a unique approach in dealing with conflict. The uniqueness is created by different stages of dialogue, it allows people feel vulnerable without losing their identity yet respects emotions shared within the group. (Cayer, 2005) analysis of Bohm’s dialogue referred to five different dimensions of dialogue. They include dialogue as a conversation, inquiry, creation, participation and collective mediation. Looking at dialogue, it helps participants inquire into and understand causes of obstacles interfering with communication. An individual in dialogue thinks collectively and observes things from different dimensions, not only the self. The hidden internal values and intentions sometimes control an individual’s behaviour and actions without allowing him/her realize what impact has already occurred as a result of his/her thought process.

According to (Thomas, 1974), The Thomas Kilman Conflict Mode Instrument (TKI) assesses an individual’s behavior and the situations. There is assertiveness to an extent where individuals try to satisfy their concerns and cooperation. Cooperativeness and assertiveness are the two dimensions of conflict handling intentions (Robbins, Judge, & Millett, 2015). The strategies are the behavior patterns characterized by general tendency for individuals to exhibit a certain kind of conflict. Because no two individuals have exactly the same expectations and desires, conflict is a natural part of our interactions with others. The TKI is designed to measure a person’s behavior in conflict situations. Conflict situations are those in which concerns of two people appear to be incompatible. In such situations, an individual’s behavior can be described along two dimensions: assertiveness, the extent to which the person attempts to satisfy his own concerns, and cooperativeness, extent to which the person attempts to satisfy the other person’s concerns.

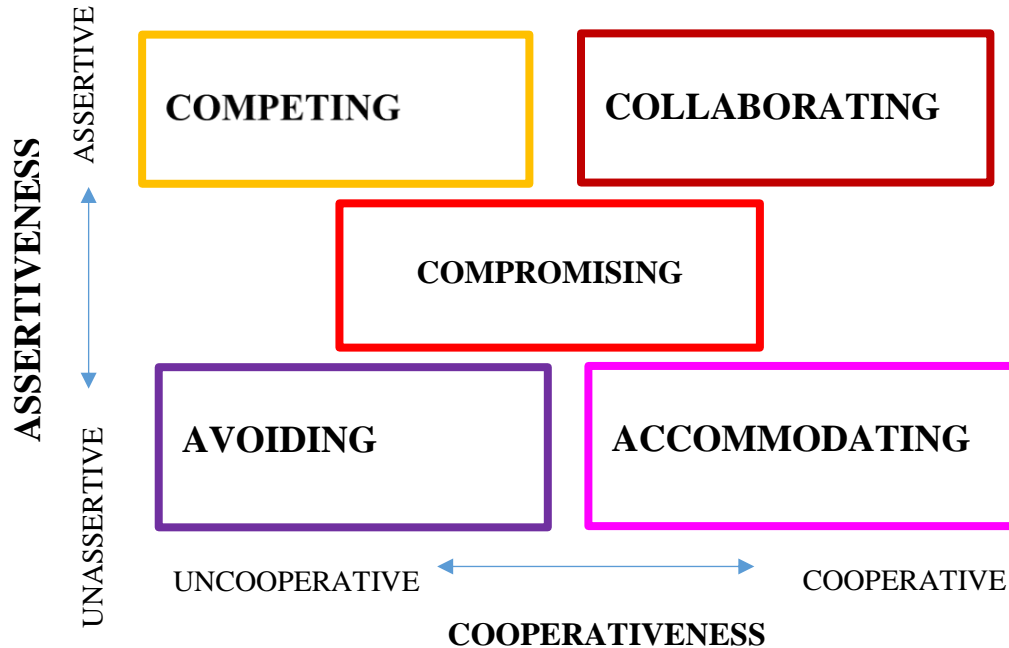


Figure 2. 1: Conflict Handling Modes

These two basic dimensions of behavior define five different modes for responding to conflict situations:

Accommodating is unassertive and cooperative, complete opposite of competing. This is where an individual neglect his own concerns to satisfy the other persons concern. There is an element of self-sacrifice in this mode. It takes the form of selfless generosity or charity, obeying another person’s order when one would prefer not to or yielding another’s point of view. It gives a less concern for an individual but giving high concern for others. An individual gives priority to what affects the opponent without considering own concern (Mark-Herbert & Von Schantz, 2007). It involves self-sacrifice

Avoiding/Smoothing It is unassertive and uncooperative, the person neither pursues his own concerns nor those of the other individual. Thus, he does not deal with the conflict. It might take the form of diplomatically sidestepping an issue, postponing it until a better time or simply withdrawing from a threatening situation. Both concerns are low and guided by lose-lose situation. It gives a level ground for both parties where no individual declares himself a loser and not willing to cooperate by avoiding conflict (Mark-Herbert & Von Schantz, 2007). This is used when the negative outcome outweighs the positive outcome. This is a serious situation as individuals ignore

the problem that can easily escalate to a serious one with a thought that conflict can resolve itself (Al Wekhian, 2015).

Collaborating or Integrating is both assertive and cooperative, a complete opposite of avoiding. It involves an attempt to work with others to find some solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of two individuals. Collaborating between two parties might take the form of exploring a disagreement to learn from each other's insights or trying to find a creative solution to an interpersonal problem. This happens when there is great concern for both parties winning. This comes out well when the concerns are necessary and important yet it cannot be compromised (Al Wekhian, 2015).

Competing: It is assertive and uncooperative where an individual pursues his own concerns at the other person's expense. It is a power-oriented mode where individual uses whatever power seems appropriate to win own position. Ability to argue, rank or economic sanctions. Competing means standing up for your rights, defending a position believed to be correct or simply trying to win. This is guided by a win-lose condition with high concern for self. This enables an aggressive and confident party to strive and exert extra pressure that favours him on the other individual so as to achieve his set target. (Al Wekhian, 2015). Here one uses any means to succeed whatever the individual thinks is right to be done.

Compromising is moderate in both assertiveness and cooperativeness. Main objective is to find some convenient, mutually acceptable solution that partially satisfies both parties. It addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. Concerned parties work together and give up anything to arrive to an amicable conclusion that is accepted by all, they sacrifice own interest. (Al Wekhian, 2015). Here both parties are either partially or fully satisfied because both must sacrifice for the better.

An individual's conflict behaviour in the workplace is therefore a result of both personal predispositions and the requirements of the situation in which one finds himself. The TKI is designed to measure this mix of conflict handling modes.

2.2 Importance of Dialogue in Conflict Resolution

Dialogue builds trust. With trust, circles of communication is expanded as society is dependent on trust and trust is often low in conflict areas. Expanding trust is thus building peace in the minds of men, from the bottom-up. There has been growing interest in the potential for dialogue as a tool for conflict resolution. Dialogue is used to refer to the more informal processes like back channel diplomacy of communication among opposing parties, leading up to negotiations. It is also quite extensive to describe the broader peacebuilding processes, grassroots initiatives and bottom-up policy approaches that aim at avoiding the escalation of a conflict or crisis. The role of dialogue differ according to the context or the specific conflict in question, factors like power relations and the existence and role of a third party actor or facilitator. Dialogue aim at leading to a progressive force in fostering mutual understanding and resolving conflicts. According to (Shepard, 2005), dialogue is an important tool for strengthening governance and democracy, preventing violence and building peace, it facilitates a shared understanding of complex societal problem.

Dialogue creates safety when one is listened to, as well as it builds awareness. People coming together to work out conflicts through dialogue, results in treating others with respect and humbleness. Dialogue is one of the primary components within the broader definition of conflict resolution. The goal of dialogue is to develop joint approaches to conflict resolution as well as improve relationships, understanding, and trust between individuals or groups in conflict with one another. Dialogue processes consist of bringing together actors from across the conflict divide in order to develop an improved understanding of the concerns, interests, and needs of the other side. (Bacal, 2004) defines dialogue as a conversation to exchange ideas as a way of resolving conflicts depending on the level. There are situations where people have differing assumptions and opinions, where one faction is interested, and the other isn't. Even if one faction won't participate, the willing can participate in dialogue between one thought and the other thought. The approach of dialogue is for people to dialogue among themselves as far as they can. The further the attitude can spread the more it helps bring order for all. Any ally doing creative things, is likely to affect the other party. Conflict that is witnessed in organizations ought not to be destructive as long as the energy is used positively towards improving the organization.

Dialogue has contributed to peace and calm down conflicts exemplifying with the question of how it would have been without dialogue. It creates mobility, visibility and builds relationships. (Avolio, 2011). affirmed that dialogue can be described as back and forth actions between teachers and students, superior and subordinates, formal and informal talk, in small and large groups, one on one conference and writing text to audience in order to reach a position of uniformity. The essence of such uniformity is to entrench good coordinated approach towards ensuring industrial harmony in any organization. Analyzing the importance of dialogue in management of crisis in both circular world and labour relations (Ramsbotham, Miall, & Woodhouse, 2011) argued that an effective dialogue is an inclusive process that brings together a diverse set of voices to create a simple of the larger society to sustained change and development.

Dialogue can help defuse tensions and keep situations from escalating. By contrast, dialogue assumes that organizations should be socially responsible entities that contribute to their environments and work to make society a better place (Sapat, Schwartz, Esnard, & Sewordor, 2017) or when organizations are not socially responsible, they are trying to become better. The purpose of dialogue in an institutional relationship is not to persuade or influence others to do what organizations want, but to build relationships in genuine, communicative, interpersonal sense, that are not manipulative or self-serving, but mutually understanding. Dialogue must mean exactly that which requires willingness to be influenced, as well as to influence. According to (Ifeanyi, 2006), conflict is a situation in which people, groups or countries are involved in serious disagreements or arguments.

Dialogue creates a necessary mobility of perspective. Through listening in dialogue, mobility is created upon understanding the motivations, actions, intentions, context and the experience of the other. Ability to ask questions in dialogue inspires the other to share, an important part of dialogue. Success of dialogue in the community can be measured as a result on how the process was done (Holloway, 2004). No individuals are clever on what they do, but must work together with others through reasoning, applying and know the truth that can bring a better product. If individuals have doubts about a certain thing, they can consult from others (Kemp, Parto, & Gibson, 2005). Because of conflict, many things crop up like hatred, dislikes, bitterness, hostility and can lead to death.

Conflict Latin word *conflictus* meaning to disagree or engage in war (Okorie & Bamidele, 2016), it is a disagreement between a party and one with opposing irreconcilable values.

Dialogue is an exchange of information without taking sides where people with different opinions may talk and listen to each other and reach an agreement (Calton, 2001). It is a way of taking power of differences by directing it towards something that has never existed before. Dialogue root from Greek *dia* and *logos* where *Dia* means through, *logos* translates to 'word' or 'meaning', in reality it is where meaning flows. Dialogue borrowed from Greek word *dia – logos*. *Dia* means through when connected with *dialogos* same as Latin word *inter* meaning between or among. It's something creative; this shared meaning is the 'glue' or 'cement' that holds people and societies together (Bohm et al., 1991). When having dialogue, any number of people involved can participate.

The researcher argues that, before managing conflict, we must manage ourselves. In the face of conflict, our natural reaction is either fight, flight or freeze. An institution is a combination of feelings, thoughts, physiology, and behavior, and it largely determines how we act. We can change an institution from negative to positive, from fear to courage. This study tried to assess knowledge sharing in engaging dialogue process as an open-ended discussion that entails listening, understanding and sharing perspectives laying foundation for creating new solutions. Failure in dialogue is likely to occur when a group of people feel that they have what it takes, the word and others do not.

Wherever there is an open communication management becomes very effective and easy this requires interpersonal style characterized by warmth, honesty, supportiveness and a commitment to dialogue rather than monologue (Hargie & Tourish, 2004). Dialogue is about extending the capacity for attention, learning from each other and creating awareness to others. It is basic information that leads to total transformation, both for individuals and group. It creates a conducive environment full of trust and openness where individuals can participate in decision making.

Dialogue is also used to describe various types of initiatives aimed at promoting communication between conflicting societal groups and constituencies including broader processes of peace

building. It has greater chances of succeeding if well organized by a third party with adequate conflict knowledge in the matter, (Thune, 2015). Education is a fundamental pillar of human rights, democracy, sustainable development, and peace. Proper measures are required to ensure co-ordination and co-operation across and between various sectors particularly general, technical and professional team. Achieving objectives is possible only if there is already a greater chance on achieving communication on an ongoing and constructive dialogue. When dialogue is not embraced and little emphasis put without practicing it, it becomes difficult for peace and success to prevail. When organizations do not have clear strategies during implementation of policies, it is likely possible that it will affect performance. It is important to know that dialogue should be practiced by management in higher learning institutions like Rongo University.

Dialogue is a process that is involving, not only sharing information, but sharing meaning too. Poor relationship comes in when people leave the groups and stop getting in touch with others. In higher learning institutions, conflict come as a result of various issues like scramble for the scarce resources, differences between individuals, the manner in which communication is carried out. Needs are different, values, how rewarding is done, different personalities, interests, goals and motivations. Sometimes through these differences individuals can complement each other, but at other times there will be conflict. Conflict is not a problem in separation but dealing with it is what determines whether it can be resolved or how it can escalate to a different level. Unclear policy existence or constant change of these policies creates an environment of uncertainty and conflict (Meyer & Surujlal, 2013).

It helps maintain tolerance, respect good understanding and freedom to think. In dialogue, you find individuals gather together examining what their lives entail. The differences and dreams (Yankelovich, 2001). In each of them comes a culture where people learn from each other. This helps build relationships where there is co-creation of better prospects for the shared future for all. Dialogue is like a bridge that builds understanding between groups helping reduce misunderstanding that is likely to generate conflicts and tension. That is where it becomes important to resolve the conflicts. People from different backgrounds can have an opportunity to dialogue in order to get a better solution, this is where dialogue tool becomes of great importance. It creates an opportunity to strategize on a strong foundation of understanding setting guidelines

for an effective interaction. Dialogue has created a ground where better relationship is built, tension lowered and good interaction among stakeholders.

The most important thing that can be applied in the organization transformation is dialogue. It is the best vehicle that helps understand organization cultures and the subcultures that exists. People have their opinions and set beliefs as experienced in their own ways of handling matter in a manner they feel good for them and suitable for their improvement. Different levels exist in higher learning institutions including top management, teaching staff, non-teaching and the students together with all stakeholders that are associated with the university making it exist. Conflicts occur in different scenarios depending on how individuals perceive them and this makes them struggle within themselves. To harmoniously calm the situation, dialogue is the best to be engaged (Isaacs, 1999).

Conversation between two people can be assumed to be dialogue as long as they come to a lasting solution on what the discussion entailed. Dialogue in itself is actually a unique form of interaction where the goal is to use diverse points of views received. It happens when an individual contributes ideas accepted by others, normally it involves new ideas that emerge during conversation. Conflicts are conditions that occur naturally they are inevitable and organizations are there with them. Conflict is a disagreement where the involved parties feel aggrieved and threatened of their needs, interests and concerns. It is a condition where particular parties in opposition are brought by violence (Brunborg & Urdal, 2005). It is an outcome of economic inequality and social disparity and likely to lead to violence. It is derived from Latin word 'conflictus' to clash, collision or engaging in a fight (Okorie & Bamidele, 2016). It is characterized by tension, disagreement, emotion or division, where bonding is broken or lacking (Ajayi & Buhari, 2014). All these can create serious tension and requires proper intervention through dialogue.

Rongo University should welcome dialogue use no matter the circumstance for a better and harmonious work environment. (Gilley, Morris, Waite, Coates, & Veliquette, 2010) conflict is brought about by different things as seen in individuals' social life. Conflicts enhance both institutional and individual efficiency, and because this happens, conflict resolution cannot be ignored. There has to be a given level of conflict to ensure feasibility of the group, its creativity and how essential it can be (McKenna, 2000). As it is, dialogue can change the organization to a

higher level by it being a positive achievement. Dialogue should not be ignored at all costs as it is worse to get the undesired results like hatred, hostility, bitterness and death that is why it is important to deal with conflict than postponing it. How conflict is handled and managed will determine whether it is constructive or destructive (Jehn & Bendersky, 2003).

Employees can live well depending on how they perceive conflict and deal with it, conflict is everywhere and can be very productive to Rongo University depending on the extremity. It occurs on how different they are among individuals as well as organizations and how the difference is handled (Thune, 2015). Supervisors can encourage constructive dialogue to improve performance by ensuring that staff performs their duties beyond their expectations. A person's loyalty will normally be to his or her own group it is in conflict with others (Armstrong, 2016). It is looked at as agreed about yet within oneself you are not living according to one's values, compromised values and views for fear on the unknown and lack of fulfillment. No organization can do without conflicts, and it's often a necessity to the organization. Getting the best out of it means contradiction of values together with opinions (McNamara, 2007). To avoid its escalation it is important to practice equality in important and sensitive areas like promotion, reward, communication system, resource distribution so that all can benefit and work in harmony.

Disagreements are always there amongst employees as indicated by bitterness and hostility, usually fuelled by dispute of one party in attempting to reach a certain goal different from the other (Mayer, 1990). Issues related to conflict include limited physical resources or authority, geographic constraints (distance or proximity), time (too little or too much), & organizational changes. Rongo University experience conflict arising from different issues that include communication, difference in opinion, interest, roles, resources manner of promotion and rewards. Demand by employees lead to continuous dialogue that definitely bear fruit and reduce tension. With continuous conflicts employees feel demoralized, hate each other, increased rate of grievances and more picketing is experienced.

Having effective communication is important to an organization's success. Contributing aspects of communication is the development and maintenance of a communication pattern. This will enable harmonious relationship among employees and secure a more effective flow of information.

Interpersonal conflict arises when people have different requirements and how they approach them (Helenius Agreda, 2012). Normally poor communication leads to interpersonal conflict, it is important to have better communication skills as it will help proper spread of information. Delay and breakdown of communication has led to hindrance in performance and improvement on things that would have brought a fruitful outcome. Many tend to get information later than expected missing better and important opportunities

Dialogue requires indulgence where the involved parties have to change in order to reach an agreement (Wosyanju & Ayieko). The aim of dialogue must be understood, the cause and each party's opinion, available information and any possible obstruction (Wosyanju & Ayieko). The major sources of conflict need to be dealt with to avoid escalation (Udezo, 2009). According to (Mitchell & Banks, 1996), the result of conflict resolution is seen when issues that exist are satisfactorily looked into through an amicable way that is accepted by all parties. Conflict resolution indicates a sense of conclusiveness (Gaya-Best, 2005). Where the parties are satisfied and comfortable with the results settled upon, then conflict is resolved in a true sense required.

Conflict resolution is a challenge of governance and should be practiced (Fatile & Adejuwon, 2011). Transformation entails a better change likely to affect how people think, behave, relate and their social structures (Sung & Lee, 2008). Dialogues teaches individuals on cultures, attitudes, values and behaviours. This helps in acquiring competences required in solving conflicts without engaging in violence activities. Universities can offer stand-alone courses on conflict resolution, peace education, civic education and good governance (Magagula, 2003). The issue is not its existence, but how it is perceived and handled (Mayer, 2010). Conflict takes place whenever there is disagreement over issues like values, perceptions, motivations, ideas and desires. The needs when taken care of can be safe, respected and valued giving a better opportunity for all workers.

In organizations, conflicts exist differently and can be any of this four which are Interpersonal, intragroup, intergroup and inter organizational (Hill, Jones, & Schilling, 2014). In interpersonal conflict, clash occurs between different parties and happens mainly because of difference between individuals having different opinions and interests. People have different personalities resulting in difference in opinions and choices. Intrapersonal exist within an individual, where experience takes place in one's mind. Intragroup conflict occurs when individuals have disagreements within

themselves. This is due to incompatibilities and misunderstandings among them like having different opinions in the team leading to tension. Intergroup occurs when there are misconceptions in separate teams within an institution. This occurs as a result of wide range of goals and interests, especially with competition because of the scarce resources in order to achieve the set goal.

Conflict exists and can be predictable because of the human element present. Conflict is a persistent aspect in both social circles and professional interactions in our society. According to traditional theory, conflict may appear disastrous but should not be viewed in this perspective (Landau, Landau, & Landau, 2001). It should be taken as a chance to grow and can be effective & open to groups. When conflict draws back productivity giving way to more conflicts, deal with it and embrace conflict resolution so that it does not interfere with service to be provided.

Conflict is antagonistic interaction where one party tries to block another party's intention or goal (Schraeder, Self, Jordan, & Portis, 2014). The rivalry in teams can bring healthy impact on organization as it energizes individuals towards better performance. Organizational conflict is a dispute likely to arise with incompatible goals, interests or even values from individuals (Hill et al., 2014). Organizational conflict occurs when the aggrieved parties feel negatively affected by something the other group is satisfied with (Robbins et al., 2015).

2.3 Requirements for Dialogue in Conflict Resolution

Dialogue as a form of communication require more elements than having a dialogical attitude and a culture. Requirement is something needed and wanted, while condition refer to the quality of the dialogue. If I consider conditions of dialogue to be attitudes of openness and curiosity and a culture of allowing for not knowing and brainstorming, there is a clear possibility that the requirements can be fulfilled in the condition. The requirements for dialogue as presented are will, time, safe spaces, equity, listening and speaking. I analyse these requirements to apply to the act of dialogue as a form of communication, verbal or non-verbal. Dialogue requires the will to enter into dialogue. A successful dialogue process always implies some sort of willingness to learn and be persuaded by the force of the better argument. Dialogue thus requires a degree of openness to others and oneself. Openness includes allowing emotions, along with reflections, stories and faith, thus

making space for ‘the whole person’. Lotman explained dialogue to be an exchange of information, including both differences and similarities. (Lotman, 2009).

Seehausen refers to informed consent as an illustration of will, that people must know how much time an effort dialogue takes and choose it (will) or not. Time is further a requirement, time for the process dialogue, both during the dialogue and after the dialogue. Dialogue is an effective process that helps discover meanings and creates harmony. When important time is taken for dialogue, it helps prevent difficult situations in decisions to be implemented by ensuring that decisions made are wise, well understood and supported by all participants. Conflict is creating challenge to administration and yet a major task of its management is the work of administration (Longe, 2015). Conflict is ever present and it takes a better part of human relations and it cannot be done away with. Proper conflict resolution is important for peace and improvement in the society. Dialogue seem to have greater chances of succeeding if organized by a third party with adequate knowledge of the conflict in the matter, Rieker explains.

Looking at Hubbard, she describes the aim of dialogue as to provide a safe space where participants can work through carefully structured confrontation with each other (Hubbard, 2001) Dialogue and similar conflict resolution methods involve, bringing people together to talk about the complexities of a situation in a quiet, safe place where they can confront each other successfully, work through the confrontation together and formulate a plan for peace.

Safe spaces is a requirement for dialogue, to have the space to share and start the process of dialogue. The place where dialogue takes place is important. Whether the process takes place in a framework of secrecy or openness can also affect the result, depending on the context. It’s also important to use the bottom-up approach to enable all to participate willingly. The work by the Quartet for national dialogue in Tunisia is an example of a bottom-up approach that seems to have been preventive. A top down approach from one of the parties will often make it difficult to establish trust (Thune, 2015). Safe environment for dialogue where there is need to establish the environment by clarifying the purpose of the dialogue and building a dialogue container within which meaningful issues will emerge to be explored. Further, Bryn shared that “the devil is in the details”, referring to details in the room, eating place, music or in excursions, which can affect

dialogue negatively. A neutral place, outside the conflict parts' home environment, is a condition for post-conflict dialogue.

Equity is further a requirement that can be related to weak framing, where everybody has the equal possibility and time to speak. Equality is one of the elements considered as difficult to implement in the Kenyan context. As several participants mentioned, there is no equality in the society, because those in power positions always treat others as inferior. It is important to explore questions and conflict in the dialogue process, this help focus on one or more specific matters with a view to probing and deepening the dialogue, increasing the suspension of judgement like when people edit their own assumptions and judgements. In this way, curiosity and creativity are allowed to flow more freely. In order to distinguish dialogue well it is important to have equality and ensure there is absence of coercive influences. When having dialogue, participants must be treated with respect and avoid biasness. Outside the dialogue context, large status difference can be witnessed but when engaging in dialogue itself equality must reign. Honest exchange of views helps resolve contentious issues experienced. Reign

Dialogue as a mutual process further requires both listening and speaking. Listening is a strong tool for encouraging people, it strengthens self-confidence and self-appearance, both important steps in a dialogue process. Active listening and asking good questions are crucial in all dialogue, it gives the possibility to reach into the other person. Dialogue is a method which can help people to transform conflict into a sustainable development through addressing needs and interest of the involved parties by active listening and good questions. When having dialogue it is important to have a free and creative exploration of issues. People listen deeply to one another while leaving one's own views to get the truth of the matter. There is an opportunity to have access to a great pool of knowledge, nothing like winning acceptance but explore each option available by doing the right thing (Cornelissen, 2008). For any business to succeed, it requires dialogue whether it is economic or social. It is the sole means for management as any agreement must be reached, all are winners and no losers (Gatere, Keraro, & Gakure, 2013).

When you listen with compassion, the ability to think of another person's thoughts and feel his feelings becomes essential to dialogue. That is what is required by everyone when in the process

of dialogue. Dialogue is a process where participants commit to listen, reflect and question with a curious mindset in order to seek a shared understanding. A resolution dialogue has the purpose of resolving conflict through dialogue. Dialogue is not a process to solve problems directly, but follows a laid down procedure accepted by all the parties. It helps build a link of understanding between the existing helping reduce misunderstanding and tension thus dissolving problems (Lieberman, 2003). Listening in dialogue is key.

Dialogue is about talking, sharing and asking more for understanding (Holloway, 2004). Its main aim is to develop a better understanding by exchanging ideas and viewpoints. Effective dialogue requires equal ground for all participants, where there is careful listening and active participation. Most people do not say what they go through it may be frustrations, anger, hate and fear likely to occur when dialogue is held. Frustrations are likely to arise, but with better resolution a better relationship is built. For any change to a situation constructively, it is important to deal with that issue through dialogue. Without dialogue in any event nothing much can be done to improve the situation initially imagined, and finally, without it, you can't learn, you can't change, and you can't adapt.

The elements affect all people without discrimination and any difference (Wosyanju & Ayieko). It is important to use acceptable language and preventing forces by understanding each other. All must be ready to negotiate, listen, have good will and always honest when handling the touching issues without being compromised. People engaging in dialogue require special skills to reach mutual agreement without getting compromised. Dialogue should not be taken as a tool that makes it possible for communication to go on with minimal interruptions, but rather a better channel to be followed and it must be accepted and favourable for all. Conflict is a link between two or more parties with incompatible goals (Van Dijk, Van Kleef, Steinel, & Van Beest, 2008).

It is important to develop a common base of knowledge-conceptual and personal. It is done by exploring beliefs and assumptions being made which requires the suspension of judgement. In order to bring assumptions into open, participants in dialogue are encouraged to look at their situations together with those of others. This brings a response with curiosity than having judgement. Difficulty comes when participants recognize that what they think is based on

assumptions. With dialogue, there is need for suspension of judgement in order to allow open minded inquiry, the tendency towards making judgements and assumptions are barriers to listening and creative thinking.

Inclusion in the dialogue by all parties where an effective dialogue will include all that are affected by convening a broad set of stakeholders for a deliberative process. To maximize the dialogue's potential to address the real drivers of conflict, all key interest groups should be invited to participate. This must be inclusive. Before the process begins, an inclusive, transparent, and consultative preparatory phase sets the foundation for a genuine dialogue. It is important that preparations are undertaken carefully and transparently by a preparatory committee that is inclusive of all the affected groups.

Transparency and trust in dialogue help when people are brought together for open and honest talks as the basis for trust building. Trust is the basis of all healthy relationships, there is a big lack of trust in Kenyan society but it has to be build and rebuilt every day. This makes it possible to transform conflict into something progressive for all. Dialogue that includes all major interest groups risks losing legitimacy if there are no sufficient opportunities for the employees to remain informed about the dialogue. Dialogue is one way of transforming a conflict into a situation where the parties in the end have learned something new from the situation. Being honest in any dialogue is important because that is what will lead to better conclusion. There is no need for biasness in any dialogue, all must be treated equally and with honesty. There is no dialogue that can take place without the necessary resources, be it material, financial or personnel. Trust is like fresh food, it can easily get demolished if not protected from disrespect and ignorance. Trust is strongly linked to respect and empathy.

A credible convener is of utmost importance, one who can lead dialogue to a positive conclusion. Facilitating therefore requires humbleness, not wanting to control the whole dialogue process, but requires a unique will to listen and a view on humanity based on the utmost respect for the uniqueness of individuals. It is important to secure the participation of the employees to avoid the perceptions of biasness. The convener must be respected by majority of citizens and should not have any conflict of interest. There must be an agenda addressing the root cause of conflict. An

institutional dialogue seeks to reach agreement on key issues facing the institution. It might take time to identify and agree upon these issues which include scarce resources, barrier in communication, policies and manuals to be used. A substantive conversation around the major grievances of all key interest groups, but not get mired in details, which are often better resolved by technical bodies.

Clear rules and procedures that should be followed to the latter. Most successful dialogue take place outside the existing institutions. Rongo University has its own set of procedures and rules making decisions, which should be transparent and carefully tailored to the composition of the group and the nature of the issues. The procedures should include mechanisms to break deadlocks if an agreement cannot be reached.

There are other dimensions that may either facilitate or constrain the dialogue situation. The following three dimensions are crucial to any type of dialogue secrecy versus openness, domestic legitimacy and emotions. In secrecy versus openness, dialogue implies a willingness to be persuaded by arguments. It has the power to undo and remake any existing social consensus, it may also lead to violence, as argumentative processes face a potentially slippery slope. Without constraints to keep actors committed to resolving their disagreements and arguments can spill over from the dialogue venue to the street or even to the battle field (Mitzen, 2005). Much of what goes on in seeking to resolve conflicts takes place behind closed doors as indeed secrecy is often a precondition for getting parties to meet at all. Secret talks do not have same communicative environment as do public ones.

Respect in any dialogue is important each other's opinion matters. Any time there is dialogue allow another party to contribute but the best is to listen and respect the opinion, because everyone has a right to expression. Though having dialogue in public is vulnerable, it may actually facilitate compromises, not simply through a process of deliberation and the force of better argument. Publicity does not eliminate base motives but forces and induce speakers to hide them (Naurin, 2007). Refusing to accept and respect the differences as they come is the major issue. In any interaction among people, conflict must occur because in all human interactions people perceive

information differently. Conflict will always occur and probably exist because of the difference (Rose, Suppiah, Uli, & Othman, 2007).

Conflict will always be present everywhere, be it a small or big place as long as there is scramble for the little resources, struggle for power, jobs, security and recognition (Henry, 2009). Conflicts in organizations are allowed and they cannot run away from it as it is an optimistic marker (Rahim, 2001). To engage in dialogue positively, Rongo University can improve in many areas, and through this they experience good relationship and better performance which can be a long-term solution. Conflict is a disagreement between parties who feel they have incompatible concerns (Boselie, 2010). To resolve conflict amicably, the involved parties feel contented with the availed solution. A process that makes a party feel that an opposing party negatively affected it or about to affect it (Lambert, Hogan, & Griffin, 2007). Conflict has no classification as good or bad, but the major determinant is how handling is done for it to be constructive or destructive (Ramsbotham, 2010). Employees don't get information as required on time, others with information tend to keep quiet with the available information that requires dissemination to all employees.

When resolving conflicts, considerations like having clear understanding is important by creating awareness to situations that arise. It is easy as it gives them better knowledge on how they can meet the required objectives without interfering with others. Also having increased group cohesion, where conflicts are effectively resolved, team players are engaged in activities that give them better prospects. Where there is respect there is faith in what is done at work thus, unity.

In higher learning institutions, conflicts are increasing in number, nature and complexity and it is more complicated than before. That is why the researcher decided to study how dialogue attributes to different meaning to language function. Universities are now trying to confront countless pushes from the public, both internal and external and this is likely to influence the kind of conflict likely to emerge. A lot of things that are happening the most controversial is conflict which has brought about tension and turned violent creating an opportunity for dialogue leading to reconciliation (Hagg & Kagwanja, 2007). That is why the researcher informs that dialogue is an exchange of information that requires both difference and similarities.

Dialogue provides an atmosphere that requires attention for the involved parties to understand and participate. It creates an avenue for stakeholders to examine perceptions people have, prejudices, opinions and patterns behind the placed thoughts, beliefs and feelings along the required responsibilities. This gives a chance for all to share the insights they have with one another. Several disputes arise in the university set up including reorganization of activities including school performance, dissemination of information that is likely to contribute to some form of complex conflict requiring urgent attention. Most schools perform so well as they embrace dialogue, encourage participation and respect each other's opinion, through this a lot of improvement has been witnessed and praised. Some forms of conflict are unique to the University setting like having academic freedom, election powers, freedom of information and how issues are handled. Individuals are divided in thought and no longer whole (Hurst, 2015).

Judgement suspension of a skill key to dialogue, isn't about stopping judging, rather, it's about recognizing what the judgements entail, holding them to accept what is said by others even contradicting judgements (Gerard & Ellinor, 2001). Wherever two parties have different issues framed differently dialogue should be engaged, this helps individuals understand each other's point of view and ideas. Dialogue brings people together that in a normal circumstance they cannot sit and talk together on important issues. This creates an opportunity to relate with others who are different from you and have different perspectives. The differences include different interests, religion, gender issues, nature of work, ethnicity, race or age.

Organizational cultures promote information by providing more opportunities forming friendships and good relationships (Song & Olshfski, 2008). Important aspect of dialogue is how involving it is and how it promotes a society-based culture of corporation. Dialogue goes beyond any one individual's perceptions, making it clear and better understood building meaning and a better community. Differences arise among employees and this is what creates conflicts in institutions leading to need of dialogue. The problems vary including things like misunderstandings, tension and increased difference in opinions thus division (Lieberman, 2003). Dialogue is that focused conversation where engagement is intended with a goal of improving understanding, it addresses issues and actions or questions put for them (Korza, Bacon, & Assaf, 2005). Dialogue will always

engage the heart together with the mind, ideas and assumptions put, explored openly without any judgement.

Where employees are treated with dignity and respect, working environment is always conducive. Dialogue is almost symmetrical to a technique called circles of Trust (Nkadimeng, 2003). Steering good relations within an organization requires dialogue which leads to effective communication. It must involve some stakeholders to allow them participate wherever there is an issue. This will help all stakeholders as the institution will get feedback helping them to improve. The process must be trusted in order to achieve the set targets. Listening and suspending judgement opens door for understanding, and speaking without judgement opens doors for the other party to listen. Dialogue involves conversation and allows people to share their opinions including the historically difficult ones to discuss. Involved individuals try to use the best accommodative way to win the argument likely to set up mistrust and dissatisfaction (Pratikna & Gamayanto, 2017). After creating a deal where understanding is shared, people come up with new ideas to the challenges faced (Lieberman, 2003).

Dialogue is an important part of intellectual growth for the society, it stems from presented challenges within the dialogue framework (Isaacs, 1999). In dialogue, direct conversation and idea sharing is encouraged. This enables participants to gain opportunities to challenge and expand on how and why they know, opening minds to any possibilities and questioning assumptions and conclusions. Dialogue helps in sharing other's views, listen and ensure all points are well (Jenlink & Banathy, 2005). It requires discovering the important things to all parties and brainstorming what is best for everyone. Through successful dialogue, a healthy and strong relationship is established, this creates the development of confidence, integrity and motives of all. This is where trust relationship is built and created through dialogue that has resulted into mutual commitment to long lasting solution. In dialogue we get a firm basis of trust and success in the development of better relationship and performance.

Dialogue requires perseverance/patience, a lot is required including full participation. Through dialogue better understanding and cooperation between individuals is achieved. Dialogue well done improves relationship between employer and employees leading to better work environment.

Dialogue has a unique way of getting proper channels of communication leading to clear understanding. The involved parties must be in a position to show their willingness to dialogue, together with trust and following the correct procedure and guidelines agreed on. For proper delivery an experienced facilitator is required to handle the process as expectations are always high from all.

2.5 Dialogue as a sustainable tool for conflict resolution

Dialogue often has positive connotations. Dialogue is thus a tool for understanding, which can be used as a tool for conflict resolution. It can be a sustainable tool in conflict resolution as it contributes to adaptability (Lederach, 2005). Dialogue implies a willingness to be persuaded by arguments, it has the power to undo and remake any existing social consensus. It is important as the involved parties are in constant communication with one another. Dialogue can be seen as a mutual truth-seeking exercise where parties are mindful of the fact that there is no one truth and dialogue process might generate multiple truths. They are open to accepting this reality. Parties must become open to the idea of changing perspectives based on what conflicting partners shared. Dialogue outcome is to create new human and political capacities to solve problems.

Adaptability is a sustainable measure for conflict resolution, a question arose if dialogue as a tool in conflict resolution is a contribution or an obstacle to adaptability. I argue that the goal, characteristics and requirements of dialogue are qualities that contribute to adaptability. Through understanding all sides of a situation, I can be more equipped to take innovative and inclusive responses to a changing environment. I further argue that dialogue can contribute to relationship building and networking. Dialogue can be used in different settings, such as multicultural groups, inter-ethnic group, previous to, during and after conflict. Dialogue can thus be used independently of conflict and in relation to conflict. Dialogue as a form of communication can as such contribute to building direct, structural and cultural peace. Further, I argue that dialogue can be a part of the elastic elements holding the web together, which allows it to take a blow without breaking. As dialogue generates understanding, openness and inclusion, it can contribute to adaptability and thus be a sustainable tool in conflict resolution.

I argue that the goal of mutual understanding is the limit of dialogue. Whether we use dialogue as a tool or not, the goal of understanding must be kept and no external goals included. Such is the limit and challenge of using dialogue in peacebuilding. The argument comes when dialogue is used as a tool in peacebuilding when it is used for the goal of understanding the other. I argue that dialogue as a form of communication with the goal of understanding can be a sustainable tool in conflict resolution, without limiting the process of dialogue. Considering the possible effects of dialogue, it could in favourable conditions, be an effective tool in conflict resolution.

Differences are manifested between people with different positions and opinions that cannot be harmonized even when they apply improved communication. Any conflict not resolved especially power is likely to recycle and escalate to a point that leads to poor relationship thus its termination (Ron Fisher, 2000). Role conflicts cover the major differences, required expectations, placed mandate or duties between those interdependent to social environment. Without clarities on what should be done by employees, no laid down procedures, no boundaries on responsibilities, this definitely will create interpersonal wrangles in the organization.

Dialogue is central to all those activities that come under the heading of cultural relations, soft power, or diplomacy. Dialogue is central to creating 'friendly understanding between people and nations. Dialogue is also about the determination to stay the course through bad times as well as good. It is important for communication to be conducted in secrecy as it will help make it easier for the parties to speak more freely and consider various different options or measures in the dialogue process.

Dialogue brings a long-lasting change that is beneficial to all by ensuring that all is acceptable and can bring the organization better performance. In dialogue, people tend to learn by listening to others and getting better opinions, not only talking as all give what they have to reach to an amicable conclusion. This helps individuals learn different forms of communication with different categories of people. Involved parties must show interest to address crisis to help avoid escalation and ensure to deal with it. Never work only on signs seen on the surface but go deep to the root cause of the issue raised. Dialogue acknowledges one another's humanity. Parties must acknowledge that differences exist and demonstrate position for change. In any dialogue there

must be a long-term solution that will prevail with or without the parties later. To find long-lasting solution there must be patience and modesty. No hurrying on things that require intervention to be addressed, that will not work, get to the reality on cause of the conflict and fully deal with the complex issues (Bercovitch, Kremenyuk, & Zartman, 2008).

The term ‘tool’ describes dialogue is too instrumental, and is a process. Dialogue can be used as a tool, viewing the term ‘tool’ as a popular expression for ‘method’. A tool is something used to do what is necessary to achieve an aim. Dialogue can be said to be a tool, specifically a ‘communication tool’. There exist many tools in conflict resolution and within the tool dialogue there are further tools, such as asking questions and active listening. Dialogue is an instrument for reconciliation and peace.

Dialogue is an inclusive process. As the climate change talks demonstrate, dialogue brings together a diverse set of voices to create a microcosm of the larger society. To bring about sustainable change, people have to develop a sense of joint ownership of the process and become stakeholders in identifying new approaches to address common challenges. Dialogue entails learning, not just talking. The process is not just about sitting around a table, but changing the way people talk, think and communicate with one another. Unlike other forms of discussion, dialogue requires self-reflection, spirit of inquiry and personal change to be present. Participants must be willing to address the root causes of a crisis, not just the symptoms on the surface. For instance, the 2018 nationwide university strike, there was need to dialogue between the government and union representatives and this helped ended conflict between the two parties.

Dialogue recognizes one another’s humanity. Participants must be willing to show empathy toward one another, recognize differences as well as areas of common ground, and demonstrate a capacity for change. To foster this kind of human interaction, a respectful and neutral setting or “safe space” is preferred. Dialogue stresses a long-term perspective. Other forms of conversation tend to focus on the symptoms rather than the root causes of problems. To find sustainable solutions requires time and patience. The process can be painstakingly slow and incremental, lasting anywhere from ten minutes to ten years one-off interventions very often do not work to address deeply-rooted causes of conflict or to fully deal with complex issues.

Dialogue can assist in conflict resolution. Dialogue which was observed by management and employees, addressed concerns while in the process providing other solutions, participants shared the pain and suffering they experienced. Dialogue paved way for greater communication and built trust between the two feuding sides. Hate is a powerful bond in regards to dialogue and conflict. People who have gone through hate can become good friends (Lieberman, 2003). There is opening and trusting each other, as people have learnt what they have already gone through

Where there is a healthy way of resolving conflicts, better understanding is created, trust is built and relationship is strengthened (Helpguide.org). A reasonable amount of conflict determines the feasibility, creativity and necessity of the group (McKenna, 2000). Interactionist described conflict as a constructive tool or measure which helps in fulfilling the group's objectives and creates a better environment for improved production. Organizational conflicts are allowed because it cannot be done without no evading as it is an optimistic pillar (Somech, Desivilya, & Lidogoster, 2009). Conflict resolution results from addressing interests for betterment of all parties (Weaver, 2003).

Barrier to communication is a major factor that can influence communication process and can impede open communication between source and destination, (Burton & Dimpleby, 2002). Transfer of information is very important, due to lack of proper communication, employees make incorrect assumptions likely to result to conflict. Primarily, the key objective of dialogue is mutual clarification of perceptions and relations accompanied with improvements in communication (Ropers, 2008). Departments should always be willing to communicate to its members when there is an occurrence likely to cause conflict and any information received shared by all in the division. Withholding the required information is a suicide that can bring down the institution some are urgent and requires immediate attention to help deliver as required and reduce tension through dialogue.

Barrier in communication can occur at sender level where formulation of thoughts comes in, ideas and messages. At the receiver's end, the understanding and interpretation of the message matters a lot because it can be a major barrier (Helenius Agreda, 2012). No one can work alone without depending on the other for service delivery, this can easily contribute to conflict (Meyer & Surujlal,

2013). We all depend on others to complete work and it requires cooperation through team work. Conflicts results from simple misunderstanding and it's important to clarify issues and get assistance wherever one does not understand than create animosity.

There is no organization that does not have expectations, all have but different from each other. It is the responsibility of all employees to work as required and surpass the required expectations. When not met and misunderstood conflicts arise. Employees should know the anticipated goals by the managers and organization at large in order to work towards achieving the goals. With clear expectations and well fulfilled employees feel contented in what they do and motivated (Turner & Weed, 1983). Powers is where a group makes the other take some way of required action by consensual or forces (West & Heath, 2011) sought to determine factors influencing conflicts in higher learning institutions. The study established that it is better to expose and resolve conflict as and when it comes, rather than postpone it before it damages relationship or degenerating into violence. Conflict can easily arise where not all are involved in decision making. Power allocation makes the fortunate use their positions to the advantage of the less fortunate (Beilharz & Hogan, 2002).

Most institutions struggle to meet objectives and are often faced with challenges. The only way to tackle this is by working together as a team. The way conflict is handled and navigated through with others, will determine and ultimately dictate how effective we can be as professionals, (B. Mayer, 2010). The existing classes cause inequality in the society, individuals hold their personal power in agreement with one another and nature (West & Heath, 2011). Instead of fighting with it. Adversely conflict would result to poor performance, lack of cooperation, wasting of resources and eventually to poor performance (Hotepo, Asokere, Abdul-Azeez, & Ajemunigbohun, 2010). Conflicts that are handled well promote organization expectations in terms of cooperation among employees. It encourages organizational creativity thus improving decision making in resolving conflicts. Conflict gives an indication of open mindedness that help fight group thinking. Without this kind of conflict, organizations tend to remain dormant with very little or no growth. This kind of conflict brings and has a positive impact to any organization.

Dialogue is typically hailed as a progressive force fostering mutual understanding and resolving conflicts (Thune, 2015). A team that cannot work with people having different opinions can easily prolong worry and delay. Understanding the reason for interpersonal conflict and appropriate ways to handle conflict situations can create a more positive interpretation and this can lead to making a good decision that can bring some improvement to the organization. Conflict acknowledges that those involved are in close relationships, they are connected to one another, and have feelings for an individuals' understanding. Wherever conflict turns violent it results to deaths, injuries, disabilities and suffering to all (Troncoso, Pampaka, & Olsen, 2016). It is not obvious that conflict ends with happiness, but creates rivalry, hardships, tears and difficult situations. Tension is created leading to violence, insecurity, anger, displacement, stagnation in development, compromised integrity, hatred and most employees leave their work. Conflicts turn to be constructive when looked into and destructive and expensive if ignored (Masters & Albright, 2002). Any conflict that turns to be healthy leads to innovation among staff.

In creating an effective control system goal congruence achievement is essential in order to increase organization probability to achieve its goals (Merchant & Van der Stede, 2007) According to (Rosanas & Cugueró-Escofet, 2012) goal congruence should instill good administrative systems to influence human behaviour. It is important to understand it as an occurrence where workers goals are consistent with goals of entire organization (Rosanas & Cugueró-Escofet, 2012)

Poor communication brings about displacement and division for the entire group by influencing job performance and reducing production (Akanji, 2005). Organization employees who are increasingly frustrated with the existing conflicts within an organization may decide to end their membership (Roger Fisher, Ury, & Patton, 2011). People are created differently leading to personality clash that are unavoidable. Isolation at work place is likely to lead to gossips, suspicions and defiantly to conflict (Geare, Edgar, & McAndrew, 2009). Problems do occur due to lack of respect to others inner nature, leading to disagreements because of differing reasons.

Employees always work to better themselves by solving conflicts and much willing to share opinions within the group. Because of conflict, members keenly listen to each other and ready to change in order to accomplish organizations goals. According to (Masters & Albright, 2002) everyone has a role to perform actively listening to the contribution and talking less. It is important

to respect each other by being friendly and respectful. Changes occur because observed thoughts are different from unobserved thoughts (Holton, 2001). Conflict will always reduce worker's productivity, and eventually business profitability. People scramble for the little resources that are available to complete jobs (Geare et al., 2009). It is never surprising when a dissatisfied employee submits a complaint (Bell, 2002).

2.6 Theoretical Framework

For answering research questions, the study was anchored by Yankelovich's theory of dialogue. Dialogue has a unique ability to forge channels of communication and understanding between people separated by difference and depersonalisation, responding to a fundamental need in modern society. Dialogue is about mutual understanding, and the worst possible way to advance mutual understanding is to win debating points at the expense of others. Looking at (Taylor & Kent, 2014) they argued that engagement is related to dialogue theory. They consider engagement to be a part of dialogue that can be used to make decisions. Engagement is both an orientation that influences interactions and the approach that guides the process of interactions among groups.

It helps leaders and professionals succeed, by mastering communication skills needed to conduct dialogue successfully. It shows the necessity of dialogue in resolving problems, achieving shared objectives strengthening relationships and participation in decision making. When making decisions it is important to argue less and push for dialogue. Dialogue is a skill to be acquired and if well practiced can give amazing results. The basic ability required is related to the recognition that every argument has two sides to be considered, the pro and con of argument. Hence the concept of dialogue is often suggested or alluded to as the root notion. But what is dialogue? How can it be regulated or structured? And how could dialogue as a theoretical tool be applied to the particulars of a given argument that is being subjected to criticism? The theory of dialogue is based on three overarching principles: Dialogue is more natural than monologue. Meanings are in people not words (Hermans, 2001).

Dialogue theory represents a body of communication principle that were developed to facilitate interaction between two people, or among a small group of individuals. Dialogue starts from the assumption that various interpersonal communication features like risk, trust, positive regard,

empathy are necessary in order for people to have rewarding, honest, and meaningful interactions (Kent & Taylor, 2002). Dialogue communicators are committed to engaging in challenging and meaningful interaction.

In this sense, dialogue is a process of successful relationship building. Buber recognized that by performing the seemingly simple act of responding empathically to others and in turn being heard by them, we transcend the constricting confines of the self. The act of reaching beyond the self to relate to others in dialogue is a profound human yearning. Dialogue is a practical, everyday tool accessible to us all. Webster defines the purpose of dialogue as "seeking mutual understanding and harmony. The outcome of dialogue is not always harmony. In fact, as a consequence of dialogue you may come to understand why you disagree so vehemently with someone else.

Dialogue projects are indeed an important instrument of conflict resolution approach, primarily because its key objectives are the mutual clarification of perceptions and relations and improvements in communication. Where dialogue is successfully managed, however, it usually significantly increases the likelihood that the process will indeed lead to the creation of a group of people that possess the valuable experience of dialoguing and have come to value close links with the other side. Nonetheless the challenges with which these projects are eventually confronted all stem usually from the question of how the dialogue about clarification of relations and analysis of the conflict can then be moved beyond joint problem-solving to encompass practical implementation measures.

Conflict resolution is not a single step exercise, but a process that is likely to take long. It is important to bring all parties with conflict to an agreement but it is better to build a lasting solution between the parties (Elugbaju, 2016). Conflict resolution enables formation of a better working environment by socially bridging reconstructions and also re-enactment of society rules (Ajayi & Buhari, 2014). Conflict resolution initiative is based on common principles brought to an end of material conflict thus creating ways for an understanding (Hagg & Kagwanja, 2007) A well resolved conflict originates from listening and giving opportunities satisfying involved parties. It addresses interests for each party's satisfaction with the results (Weaver, 2003). Conflict has positive and negative results (Aureli, de Waal, & Waal, 2000).

Dialogue is a unique approach in dealing with conflict. The uniqueness is created by different stages of dialogue. The appeal of dialogue is that it allows people to feel vulnerable without losing their identity and yet respects the emotion shared within the group. There are many approaches to dialogue. Some of the dialogues are more structured; some are not. Some are detail- and process-oriented from the start, while some are organic in nature. Various researchers have presented different approaches to dialogue. (Banathy & Jenlink, 2005) analysis of Bohm's dialogue referred to five different dimensions of dialogue. The five dimensions include dialogue as a conversation, inquiry, creation, participation, and collective mediation.

Dialogue helps participants inquire into and understand causes of obstacles interfering with communication. An individual in dialogue thinks collectively and observes things from different dimensions, not only the "self." The hidden internal values and intentions sometimes control an individual's behavior and actions, without allowing him or her to realize what impact has already occurred as a result of his or her thought process (Bohm et al., 1991). Therefore, dialogue helps to explore those aspects of human thoughts that represent hidden values and intention, allowing the person to find the real meaning and intention behind what prompted him or her to think and behave in a certain way. One of the most important aspects of dialogue is to understand the dynamics of "self" and the awareness that comes with suspending one's thoughts.

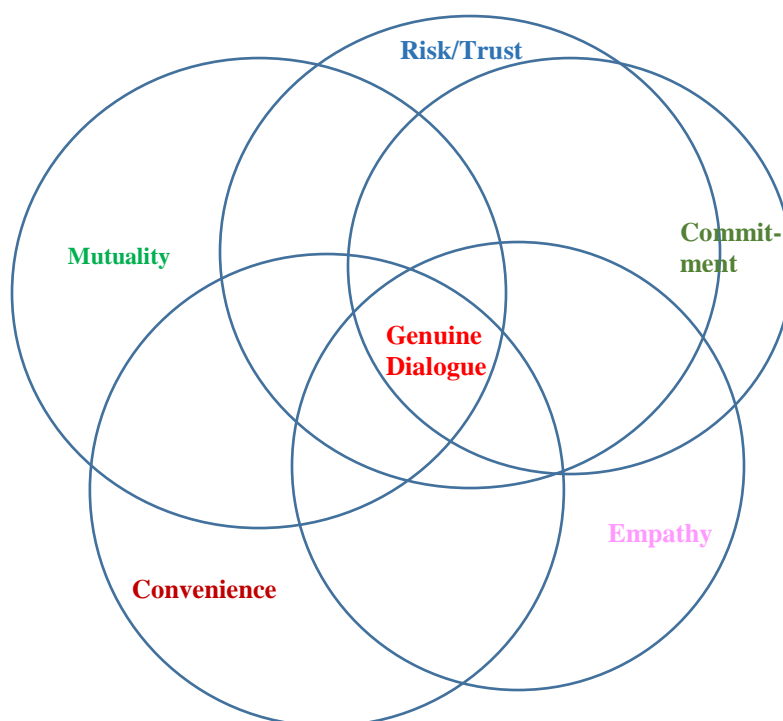


Figure 2. 2: Dialogic Model, Petra Theunissen & Kent

The broader concept of dialogue can be defined as an orientation that value sharing and mutual understanding between the interactants (Taylor & Kent, 2014). Engagements specifically fits into dialogic communication as an aspect of propinquity one of (Taylor & Kent, 2014) five underlying principle of dialogue. Kent and Taylor generally accepted features of dialogue, which include: risk, mutuality, propinquity, empathy, and commitment. The more features of dialogue that are present, the stronger the dialogic bond will be. Propinquity occurs when organizations consult publics who may be affected by their actions, and in turn, publics communicate their views or demands to an organization. Engagement is the willingness of both parties to commit entirely to encounters, and it requires accessibility, presence and willingness to interact (Taylor & Kent, 2014).

Risk involves vulnerability, being open to unanticipated experiences and consequences, and “a recognition of strange otherness” which involves an unconditional acceptance of others uniqueness. Mutuality involves collaboration with others, and a spirit of mutual equality. Mutuality suggests that interactions should be built on an equal footing. Convenience involves immediacy of presence or real-time interactions, awareness of the temporal flow of relationships or recognition of the past, present, and potential future relationships that are possible with others, and engagement with other beliefs and ideas. Empathy involves confirmation of others, supportiveness, and a communal orientation where the good of others matters as much, or more than, one’s own good.

Commitment involves genuineness, commitment to maintaining an open and ongoing conversation, and a commitment to interpretation or trying to make sense of what others say and how they feel (Taylor & Kent, 2014) have suggested that: One can imagine dialogue along a continuum, with propaganda or monologue at one end, and dialogue at the other. The propagandist wants to limit individual freedom and choice, and construct messages designed to generate adherence and obedience. Dialogue, however, at the other end of the continuum, values interpersonal interaction, and places an emphasis on meaning making, understanding, and sympathetic/empathetic interactions. Dialogue represents a model with much closer correspondence to lived reality. However, to engage in a dialogue with no agenda can easily grow into a feeling that is a waste of time especially if it is a conflict situation and in times of pressing problems (Frydman, Wilson, & Wyer, 2000); (Slotte, 2006).

Dialogue is indeed an important instrument of conflict resolution, its key objectives are the mutual clarification of perceptions and relations and improvements in communication. Where dialogue is successfully managed, it usually significantly increases the likelihood that the process will indeed lead to the creation of a group of people that possess the valuable experience of dialoguing and have come to value close links with the other side. Dialogue at its foundation is a form of intergroup understanding and conflict resolution. Dialogue has increasingly become recognized as a method and process in the International Conflict Resolution field (Bercovitch et al., 2008). Amy Hubbard describes dialogue as a form of conflict resolution aimed at bringing ordinary people together at the grassroots level for discussion and possible reconciliation (Hubbard, 2001) Dialogue takes place in a circle, it involves direct communication and is inherently a verbal engagement where a group creates a common consciousness. In this study, the researcher discovered that there was importance of giving space in dialogue for each person to talk without interruption and where, emotions like anger and fear are suspended in order to move towards collective and better understanding.

Looking at this theory, dialogue can perform a valuable bridge-building function. The main criterion by which they must be measured, however, is the degree to which they help strengthen the disadvantaged groups and create a changed dispute settlement culture at the grassroots level. Most dialogues take the form of organized group encounters of a size that allows face to face communication. They are usually conducted with persons below top leadership level. The most ambitious approach being the problem solving dialogue, in which the disputants organize their communication in such a way that they are able to systematically work through the substance of their differences. Where conflict escalates, dialogue requires the presence of a third party. In case of failure to do this, chances of real danger will be equated either with the stabilization of relationships dominance or with the smoothing over social relations. Impact on persons involved like changes in attitude, new behaviour patterns, reflective capacities of dialogue, empathy and trust can act as transitional processes through which relationships and interaction may be transformed.

2.7 Conceptual Framework

Is a written or visual presentation explaining either graphically or in narrative form, main things to be studied. It shows the variables and presumed relationship among the things to be studied (Miles, Huberman, Huberman, & Huberman, 1994). The conceptual framework for the study is shown in Figure 2 and depicts the relationship between the independent variable; the success of dialogue and dependent variable; conflict resolution at Rongo University.

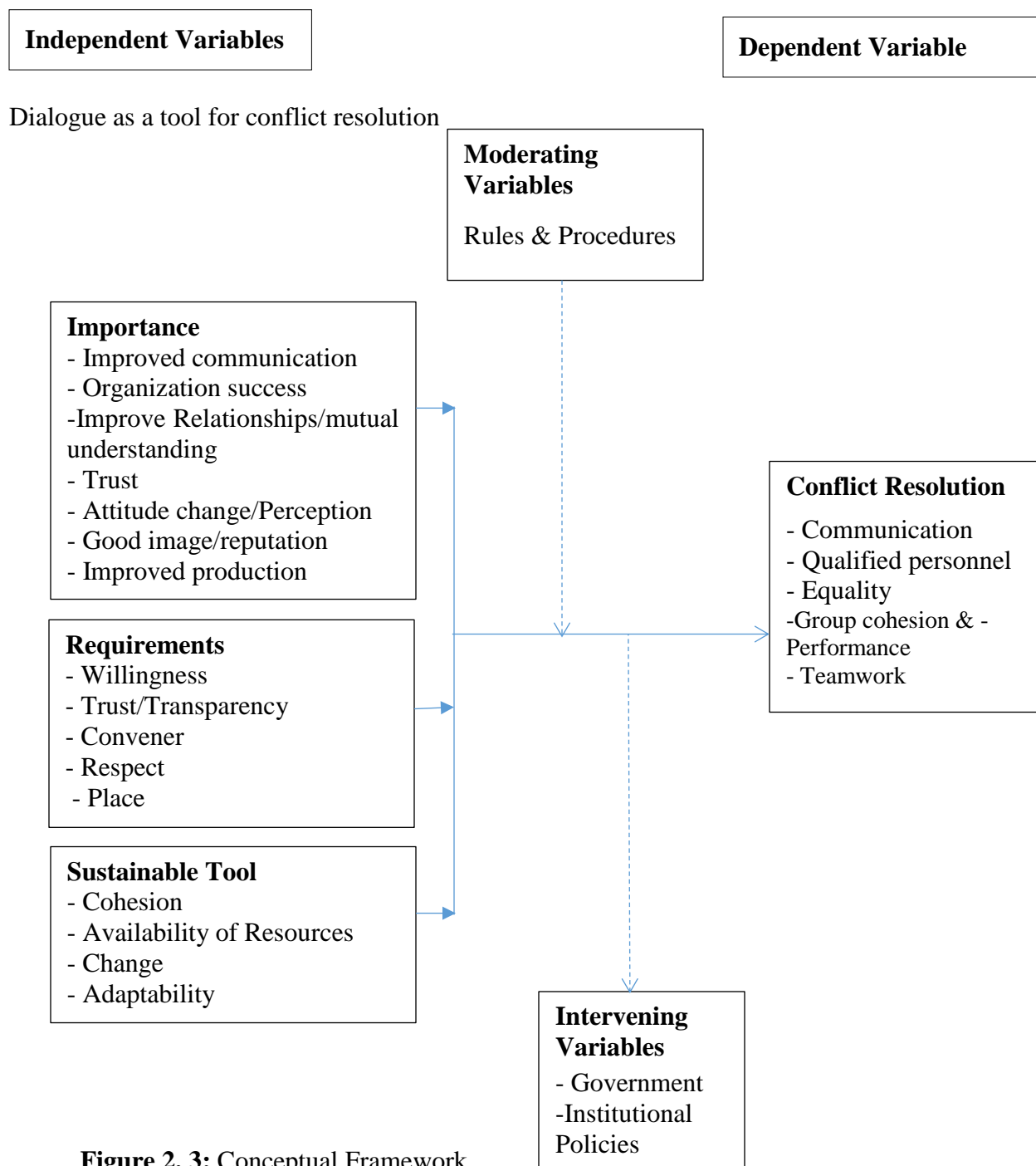


Figure 2. 3: Conceptual Framework

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In the study the researcher investigated Dialogue as a Management Tool for Conflict Resolution at Rongo University. The chapter described used methodology, also presented are the study area, research design, study population sampling techniques/procedures and sample size. Data collection instruments, ethical issues, reliability and validity of the research instruments was included in the chapter.

3.2 Research Design

Research design applied in this study is descriptive study. The researcher also applied case study because of dealing with a single case, looking at a specific number of participants in the University. According to (Opie, 2004) the purpose of the case study is to maximise understanding of one phenomenon to provide greater insights into an issue. For (Daymon & Holloway, 2010) a case means a single individual, several individuals separated or in a group, a programme, events or activities. In line with this the researcher identified the case of study as the experience by employees in resolving conflicts using dialogue. For me it was an advantage because it opened up the possibility of obtaining information from a variety of sources. With case study, it's unique for what it reveals about a given phenomenon, knowledge that would not otherwise have access to.

It is an arrangement of conditions for collecting and analysing data with aim of combining the relevant with the purpose of research. Case study was adopted for this study, a way of organizing educational data and looking at the object to be studied as a whole (Kombo & Tromp, 2006). It involves in depth observation of an individual unit by gaining participants understanding focussing process rather than outcome (Jwan & Ong'ondo, 2011). Descriptive survey entails collecting information by observation, interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003) It aims at obtaining information from a representative population and from that sample (Orodho, 2009).

Case study offers a way of exploring complex social units with numerous variables of potential importance in understanding the given phenomenon. This gives value to my study where the complex nature of a phenomenon like resolving conflicts through dialogue is examined. Case study

approach was chosen to help find out how dialogue can be used as a management tool for conflict resolution at Rongo University.

3.3 Target Population

The target population for the study involved employees of Rongo University as given in Table 1. It involves a total group of individuals from where a section might be drawn. Population target consisted of staff with a total staff population of 500 according to Rongo University human Resource, 2017. The sample was 217 applying the Morgan & Krejcie statistical table for determining sample size. It involved all teaching and non-teaching staff. Hence, the study targeted participants who were known to have the information that served the purpose of this study, by virtue of their stations and duties (Kombo & Tromp, 2006).

3.4 Sample Size

Based on (Krejcie and Morgan's, 1970) table for determining sample size for a given population of 500, a sample size of 217 would be needed to represent a cross section of the population. (Krejcie & Morgan, 1970) table for sample size determination was used in selecting respondents to participate in the study (Appendix II). From the table, 217 respondents from Rongo University were selected. This is because they held crucial information regarding the extent to which dialogue is used as a tool for conflict resolution. This is a process where individuals are selected from a given population. The chosen group has the elements representing the characteristics recognized in the entire group (Orodho & Kombo, 2002). A sample is a group of people who take part in the investigation. Random sampling is a sampling procedure where each and every item in the population is given equal chance of inclusion in the sample (Orodho, 2009). Sample size for the study was 217 drawn from a total population of university staff of 500.

(Krejcie & Morgan's, 1970) developed the formulas for determining the sample size for categorical types of data. These formulas for determining the sample size provide identical sample sizes in cases where the researcher adjusts the tabulated value based on the size of the population. The ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. It should be noted that as the population increases the sample size increases at a diminishing rate and remains relatively

constant. Estimation of sample size in research using Krejcie and Morgan is a commonly employed method.

Table 3. 1: Sample Distribution

S/No	Strata	Target Population	%
1.	Top Management	6	3
2.	Middle Level Management	80	37
3.	Lower Level	131	60
	Total	217	100

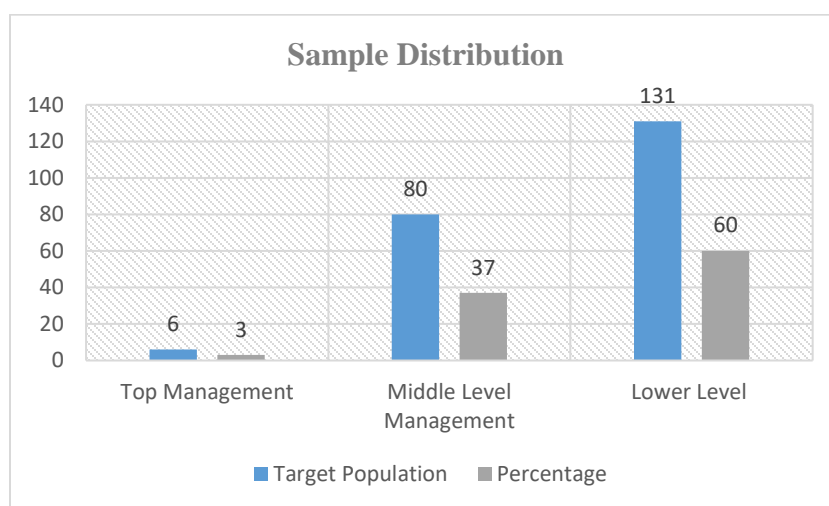


Figure 3. 1: Sample Distribution

3.5 Scope and Limitation

The scope of the study was to study dialogue as a management tool for conflict resolution at Rongo University. The target population to the study was 500 staff as per Rongo University human resource department, 2017. Sample size was arrived at as per the Krejcie and Morgan sample table, (Krejcie & Morgan, 1970). The sampling procedure was distributed in all sections in proportion to the population, the study was carried at Rongo University.

In content, an identifiable limitation was that the study only focused on dialogue as a conflict resolution tool of management in higher learning institutions. It is obvious that in corporations,

there are inevitable overlaps between internal and external aspects of conflicts, it was, therefore, important to cover both internal and external conflicts. The main limitation of this study was with regard to contextual scope that covered only one university, Rongo University and universities have different causes of conflicts and conflict resolution procedures.

3.6 Sampling Techniques

Purposive sampling was used and it occurs when elements selected for the sample are chosen by the judgement of the researcher. It is believed that they can obtain representatives sample by using a sound judgement, it occurs when elements selected results in saving time and money, (Wahyuni, D. 2012). The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. Purposive sampling helps focus on particular characteristics of a population of interest. It included top management, middle level and the lower level.

3.6 Data Collection

3.6.1 Data Collection Instruments

Questionnaires and observation were applied in the study. Such information was best collected through questionnaires which were ideal for collecting the data (Touliatos & Compton, 1988).

3.6.2 Administration of the Instruments

A letter introducing the researcher from National Commission for Science, Technology and Innovation was issued to the researcher to carry out the research. The researcher explained to the respondents the purpose of the research. Questionnaires were administered through drop and pick later method which was convenient for the researcher and respondents.

3.6.3 Questionnaire

Questionnaires were used for data collection and distributed to 217 staff to get complete information. Each item in the questionnaire is developed to address a specific objective of the study. The study was based on respondent's views, opinions and feelings. It offered the advantage of being easy and cost effective to administer to a large population (Orodho, 2009).

The researcher used both close ended and open ended questionnaires. Closed ended questions were accompanied by a list of all possible alternatives for the respondents to choose. They are easier to administer because each item is followed by an alternative answer. While in open ended the respondent is given complete freedom of response, this permits individuals to respond in his or her own words (Mugenda & Mugenda, 2003). Self-administration was used where questionnaires were delivered to respondents and picked later. I used open-ended questions as the respondent is given complete freedom of response, these free response questions enables respondents to respond in their own words. Open ended questions are flexible and allow the interviewer to probe (Cohen Manion & Morrison, 2001). They stimulate a person to think about his feelings or motives and to express what is considered to be most important.

3.6.4 Observation

In this study, I conducted an institutional observation. I adopted a naturalistic approach to studying dialogue on conflict resolution within the institution, this helps gain insights into the strategies employed. Certain kinds of behaviour can only be observed as they occur naturally, the researcher does not control or manipulate the subjects or the environment in any way. The purpose of naturalistic observation is to record and study behaviour as it normally occurs. Through this method the researcher observed what was actually happening in the institution on conflict resolution using dialogue. As an observer, I gave myself a chance to observe the interactions in the institution freely without influencing the action.

This is where the researcher critically watch a person's as they participate in particular activities with a view to obtain a deeper understanding about the activities persons under study are engaged in (Cohen et al 2007). It involves listening and watching what people do, what they say and asking them clarifying questions (Jwan & Ong'ondo, 2011). Observation is a systematic data collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situations. Observation of a field setting involves: prolonged engagement in a setting or social situation.

According to (Cohen, 2009) one of the distinctive feature of observation as a research process is that it offers the investigators the opportunity to gather live data from naturally occurring social

situation. Therefore we can say that observation is one way to gather information directly on what's happening. (Merriam, 2002) argues that observation are the major means of collecting data in qualitative research. It offers a first-hand account of the situation under study, allows for a holistic interpretation of the phenomenon being investigated.

Observations are important sources of additional evidence regarding the phenomenon under study and lead to a deeper understanding (Baxter & Jack 2008). Observation method is useful as it provides ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants' communication with each other, and check for how much time is spent on various activities. One is able to focus on what actually occurs, rather than trying to capture everything that happens. By use of a checklist the researcher was able to observe the types of activities and behaviour occurring in the institution set up, it helped understand more about the situation under study.

(Gillham, 2000) also identifies observations as a powerful source of data. He notes that the overpowering validity of observation is that it is the most direct way of obtaining data. It is not what people have *written* on the topic. It is not what people *say* they do. It is what they actually do. An observation check list was used to record what the researcher observes during data collection. They are ticked off as they occur or not. First the researcher defined the behaviours to be observed and developed a detailed list of behaviours. During data collection, the researcher checks off each as it occurs. This enables the observer spend time thinking about what is occurring rather than on how to record it and this enhances accuracy of the study.

Conducting Observational Research

1. Defining the problem
2. Sampling: this is where decisions made with regard to sampling issues and why certain choices are made. The aspects to be considered are place, people and time. When handling people, it is important to think about how to handle people who are known or not known to the researcher. (Richards, 2003) argues that if you are observing people you know, make sure that there is no risk of damaging personal relationships with them. When observing people not known to you, spare a thought of safety.

3. Determine the behaviour observed and decide on the timing
4. Record observational information
 - (a) Duration recording: Like the duration taken for any communication to reach the required recipient. It can be done if all the behaviours do not occur at the same time.
 - (b) Frequency: where the observer records each time the target behaviour occurs.
 - (c) Interval recording: involves observing the behaviour of the subject being observed at any given interval. Length of behaviour varies, depending on the behaviour being observed.
 - (d) Continuous observation: the observer records all the behaviour of the subject being observed during each session. It does not focus on a specific set of behaviours.
5. Particularity: it takes a form of observing the particular.
6. Listening/ Attention: In observation, listening is in the attention paid. The observer must pay keen attention to what is happening
7. Note taking: It is usual for researchers to take notes and handle them with care so that the researcher neither loses concentration nor fails to capture salient points beyond the notes taken on site. When writing notes, try to recall as much as possible, aiming above all for richness of details (Richards, 2003).

Evaluation is quite important as it will help the researcher reflect on a session to establish whether observation was well conducted enough to yield relevant, detailed and trustworthy data. Also evaluation of the structure, sampling, formality, directiveness extent and use of varied strategies. The observer looks at what was noted down, the specific details captured, other aspects that could have been missed among others.

3.7 Procedure for Data Collection

An overall sample of the overall population was taken. Both primary and secondary data used in the study. Data collection instrument was used, by administering questionnaires comprising of both open and close ended questions. Observation was also used and respondents were staff from Rongo University.

3.8 Data Analysis

Descriptive analysis was done to study distributions of variables. It is examining what has been collected in a survey or experiment and making deductions and inferences (Kombo & Tromp, 2006). The basic structures are exposed by getting important variables and checking any anomalies as it helps test important statement. Data analysis was done using qualitative method. There was coding by assigning numbers for identification purposes. The researcher used this for interpretation, conclusion and recommendations for the study. Analysis was done and data presented in tables. Data was analyzed thematically where relevant information was identified in comparison with research objectives. Thematic analysis is a process of encoding qualitative information and can be thought of as a bridge between languages of qualitative and quantitative research (Brunborg, Heldge & Henrick, 2005). Using thematic analysis is done by reading and listing the categories of experiences from the transcribed data and field notes then identifying all the data that illustrate the categories. Related categories are combined into themes. (Atkinson, Delamont & Coffey, 2004) note that themes may concern the preoccupations of the people studied, recurrent features of their behavior and key policy issues.

(Braun & Clarke, 2006) point out that a theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the set data. Coding system was developed based on samples of collected data and classification done. Reading followed in order to highlight key insights and interpretations. Materials relevant to a certain topic were placed together. There was a summary that identified major themes and associations between them and later a research report written in regards to data analyzed.

The overall goal of data analysis in a field is to arrive at a general understanding of the phenomenon under study (Wimmer & Domnick, 2006). Therefore, the process of analysis involved studying the obtained data, assigning categories to the data, and putting together emerging issues into themes in an attempt to answer the research questions. (Jwan & Ong'ondo, 2011) data analysis in qualitative research is a systematic process of transcribing, collating, editing, coding, and reporting the data in a manner that makes it sensible and accessible to the reader and researcher for the purposes of interpretation and discussion.

Transcribing the data

It involves turning data to the written mode by the researcher by transcribing all the data without the assistance of another person as this enables the researcher engage with and internalize the data well. The transcription must capture everything as it is a worthwhile process. (Clarke & Braun, 2014) note that time spent in transcription is not wasted, as it informs the early stages of analysis, and will develop a far more thorough understanding of data through having transcribed it.

Re-familiarizing with the data

It is important to set aside time specifically for re-familiarizing with the data. The researcher re-familiarized herself with the data in its transcribed form. The stage is also known as pre-coding. Enough time was dedicated to read each transcript for the purpose of forming a general idea of what the data is saying in comparison with and contrast to my initial thoughts. Further proceeded to copy the data into different files for editing to get rid of aspects that seem not to add meaning to the study or erroneously repeated. The researcher engages in reading each transcript, care should be taken not to delete any statements adding some tone or meaning to the cleaned data.

Coding the Data

Data coding process was next. It involves highlighting extracts of the transcribed data and labelling these in a way that they can be easily transcribed, retrieved and grouped (Dornyei, 2007). Code is a label or headline that is given to a particular chunk of data that is highlighted and grouped as making a particular point relevant to a study. The researcher must be orderly in the process of coding the data. (Creswell, 2008) refers to this as open coding. It entailed cleaning up transcripts from the previous step and involved the highlighting data relating to the research questions (Creswell, 2009). I chose the tedious approach of manual analysis, (Jwan & Ong'ondo, 2011), a researcher may choose to code data manually or make use of some electronic software.

The researcher had to proceed to second phase coding, (Flick, 2014) refers to as axial coding where the researcher first deals with the list of codes generated during the first phase grouping similar codes together to avoid unnecessary overlaps and repetitions noted in the first phase of coding. Thereafter, the researcher merges several codes, downgrading (demoting) some codes into upgrading (promoting) others where codes are turned into some categories. In the second phase

coding, three major things are accomplished removal of redundancies and overlaps (Daornyei, 2007), creates hierarchies of codes (Lichtman, 2012) and reduced or winnows the data (Flick, 2014). This phase prepares the researcher for the next phase of coding presented subsequently.

Third Phase Coding or selective coding is the final phase where data categories are grouped into themes (Daymon & Holloway 2010). This is where some themes emerge from the data that may not correspond to the research question but are significant to the study. It is important for the researcher to re-read the data as they are under new themes to ensure that the categories and codes are appropriate labels of the data under them. Finally, the data analysis process was concluded by drafting the research report.

3.9 Validity and Reliability of the Instruments

3.9.1 Reliability

It is a measure of degree where research instruments yields consistent and coefficient results on data in another similar situation. Mostly done to ascertain consistency across given variables and results are considered after repeated trials (Mugenda & Mugenda, 2003). Data collection instrument must be consistent in yielding same results when repeated under same conditions (Orodho, 2009). Questionnaire was developed earlier and pre-testing done for reliability before research commenced. Respondents' response was accurately recorded for better results.

Internal validity is the relation between the research data and the theoretical development they inform. I further draw on Lincoln and Guba's principle of credibility outlining triangulation is a valid measurement. Triangulation can be defined as using different methods to acquire data to compare if it give similar information. Triangulation can also refer to different data collected with the same method, from informants with different perspectives. Triangulation is in this study valid.

3.9.2 Validity

It is the accuracy and meaningfulness of inferences based on research results (Mugenda & Mugenda, 2003). Expert judgment of content validity was used with assistance from the supervisors and other experts who helped assess the relevance of the content in the research tools against study objectives. Suggestions given were used in improving the clarity of items in the

questionnaires and study used to determine whether the research truly measured that which it was intended by incorporating comments made. Credibility or internal validity is the extent to which an instrument measured what it was supposed to measure and reports what actually occurred in the field (Johnson & Turner 2003).

3.10 Trustworthiness of Research

The authenticity or truth value of research must be protected. This provides a genuine interpretation of reality on accurate reading of particular documents. Key assurance of trustworthiness of analysis must be explicit as to the process which they interpret their evidence, and must provide access to their data for findings to be verified (Guba & Lincoln, 1994). Research trustworthiness is a prominent criterion for evaluation of social research.

3.11 Ethical Issues

Research conduct must be put into consideration and given attention in regard to ethical issues associated with carrying out the research. The researcher made sure that confidentiality and privacy as maintained at all times. During data collection, (Creswell & Creswell, 2017) reaffirms the need to uphold ethics by emphasizing guarding against putting participants at risk, and shielding vulnerable populations from any form of harm. Respondent's identity was well protected for confidentiality and before revealing any information from respondents' consent had to be sought. The researcher is responsible for contribution to the whole study and accepted individual responsibility for the conduct of research as far as foreseeable with the consequences of the research carried out. There was voluntary participation and this was the mandate of the researcher to ensure all were protected.

It is important to be honest and open in order to carry the research efficiently. It was the responsibility of the researcher for own word which was a mandatory to the whole study. The researcher accepted individual responsibility for the conduct of the research by ensuring the respondents of confidentiality through willingness and they participated well in the study. This study was not exempt from taking into consideration the need for democracy, respect for truth and participants' rights and values as well as invasion of private space (Jwan & Ong'ondo, 2011). The overarching principle of ethics in research is that the respondent must always have to give their informed consent (Gray, 2013). There was need to take care to protect participants.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

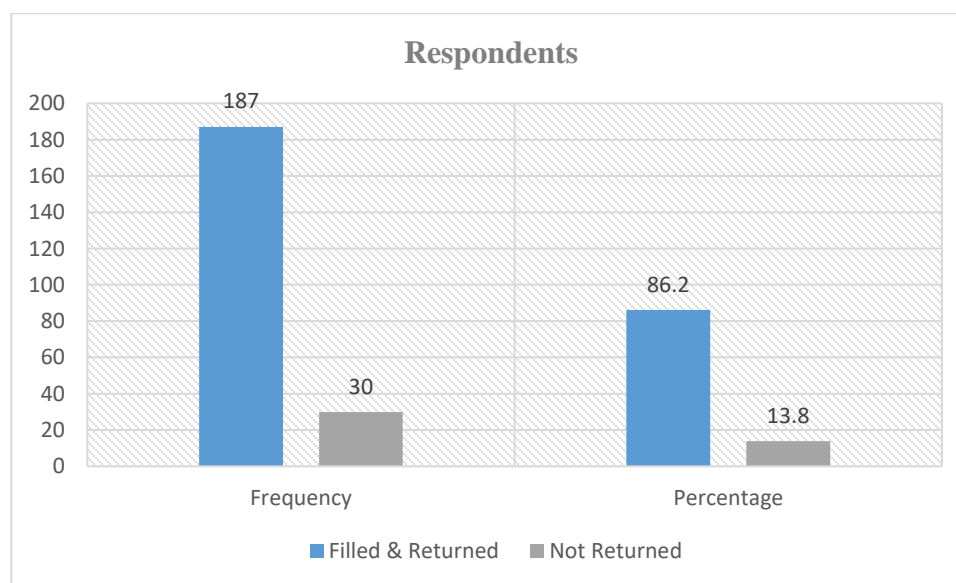
4.1 Overview

The researcher explains research findings in regard to the objectives of the study and research questions: Why is conflict resolution important in Rongo University? What are the requirements for dialogue in conflict resolution at Rongo University? Is dialogue a sustainable management tool for conflict resolution at Rongo University? Study findings are presented and displayed in the subsequent sections according to the research questions.

Table 4. 1: Questionnaires

Questionnaires	Frequency	Percentage
Filled & Returned	187	86.2
Not Returned	30	13.8
Total	217	100

Source: Field Data (2017)



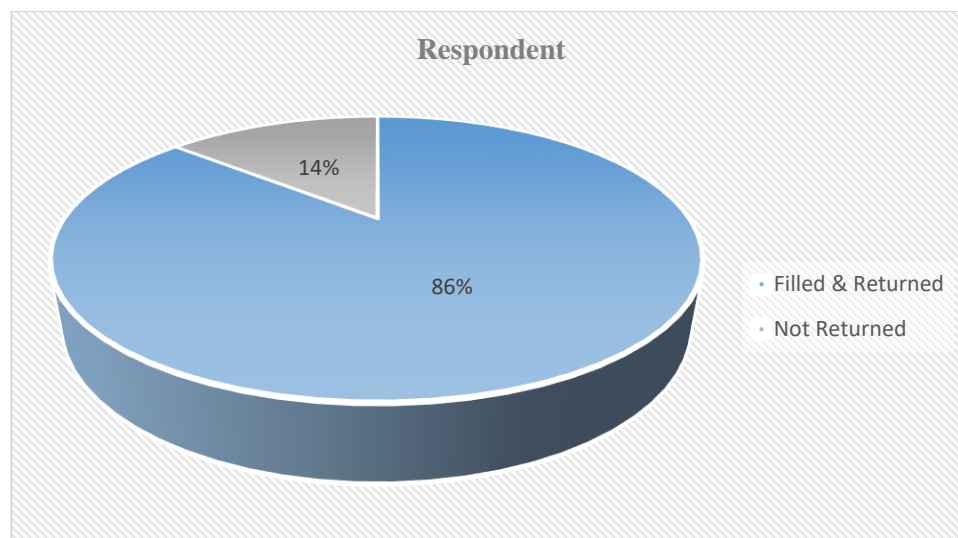


Figure 4. 1: Respondents

217 questionnaires were administered by the researcher to the respondents and 187 were received back, thus translating to 86.18% response rate and was adequate for the study.

Gender Distribution

The study found it important to determine the gender of respondents who participated in the study. Their responses are given in Table 3.

Table 4. 2: Gender

Gender	Frequency	Percentage
Male	77	41.5
Female	85	45.5
Not indicated	25	13.3
Total	187	100

Source: Field Data (2017)

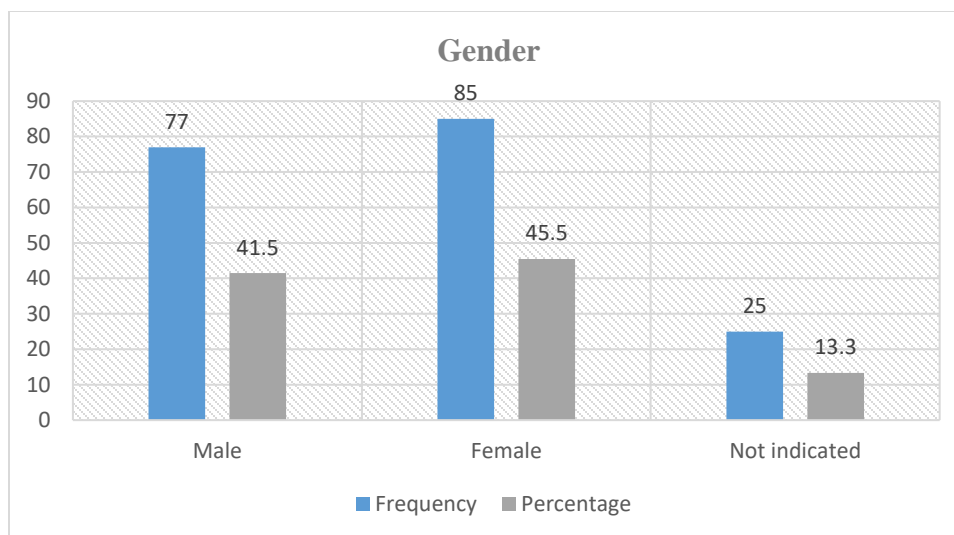


Figure 4. 2: Gender Distribution

Findings reveal that 85(45.5%) of those who participated in the research were female while 77(41.5%) were male. 25(13.3%) did not indicate their gender. The findings give a clear indicator that the research was gender balanced by both participating at almost equal percentage.

Table 4. 3: Educational Level

Education Level	Frequency	Percentage
O-Level	50	26.7
College/Tertiary/Diploma	62	33.2
Bachelors	54	28.9
Masters	15	8
PhD	6	3.2
Total	187	100

Source: Field Data (2017)

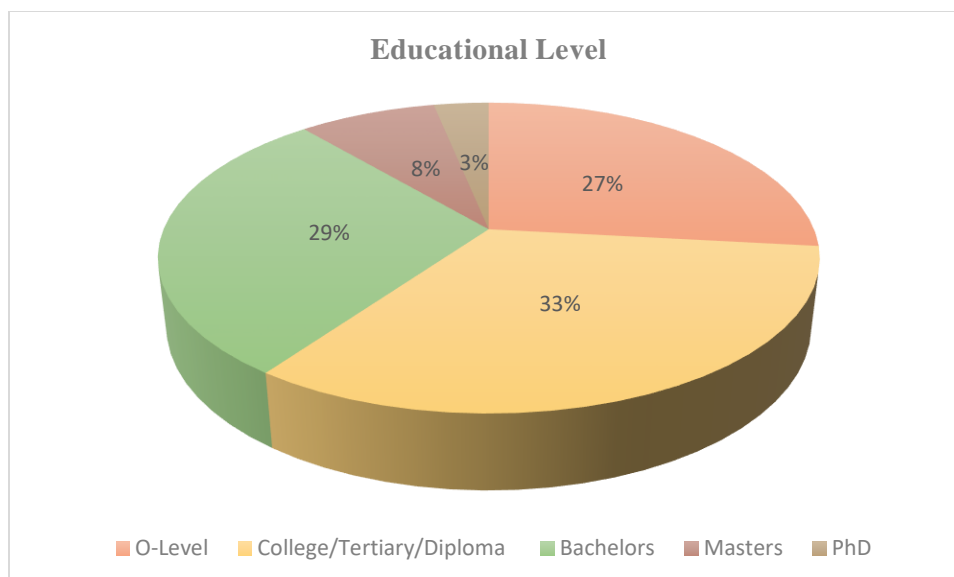


Figure 4. 3: Education Level

Findings in table 4 indicated that all employees were involved despite the education level. The middle cadre represented the highest percentage.

Table 4. 4: Years of Service

Years of Service at RU	Frequency	Percentage
Less than one year	20	10.7
1 – 2 years	60	32.1
More than 2 years	107	57.2
Total	187	100

Source: Field Data (2017)

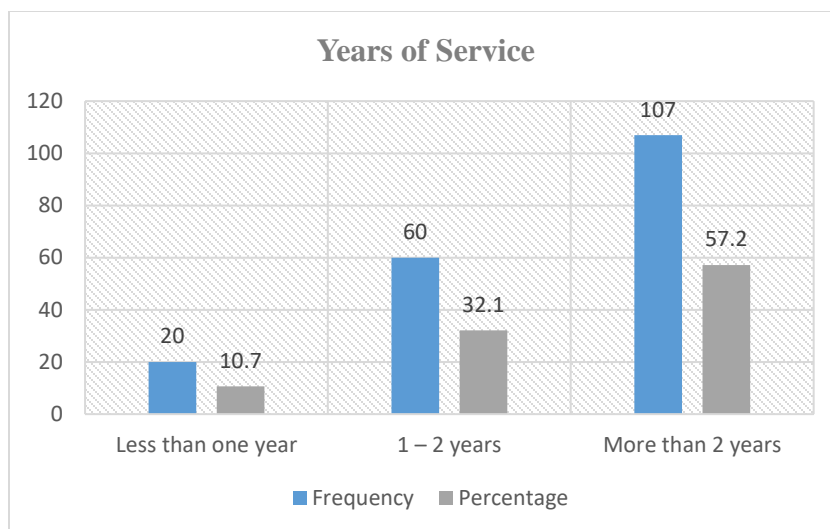


Figure 4. 4: Years of Service

Table 5 on years of service, 20(10.7%) of employees have worked for less than one year, 60(32.1%) have worked for more than one year, but less than two years. Most employees with 107(57.2%) at Rongo University have worked for more than two years with better knowledge of handling conflicts.

4.2 Importance of Dialogue

According to the findings, it was revealed that dialogue is important in conflict resolution. Employees considered dialogue as an important element in the institution as it is the mostly used when there are issues to be ironed out.

Organization Success

Literature reviewed showed that dialogue led to the success of the organization. Therefore, the study sought employees' opinion regarding the success using dialogue in resolving conflicts. The findings are presented in Table 6 below.

Table 4. 5: Organization Success

Success	Frequency	Percentage
Yes	105	56
No	82	44
Total	187	100

Source: Field Data (2017)

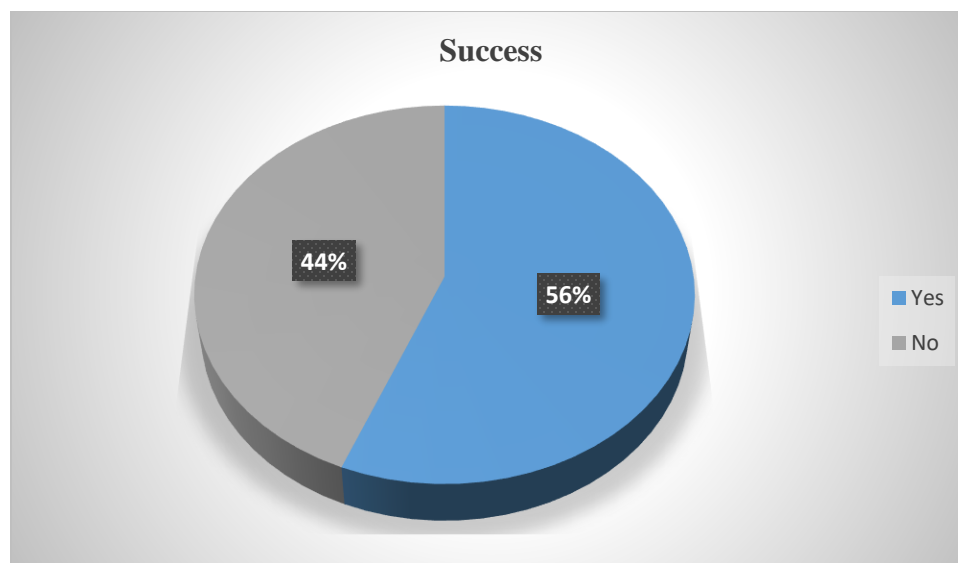


Figure 4. 5: Organization Success

The findings show that 95(56%) employees perceive dialogue is applied more often at Rongo University. Only 8% see that sometimes dialogue is applied in conflict resolution.

Findings shows that 105(56%) said that there was bound to be success in the university while 82(44%) said that it was not contributing to organization success. The success is characterised by enhanced production presented in Table 7.

Enhanced Production

Where there is peace there is production, many employees agreed that dialogue improves production by applying best opportunities to achieve the objectives

Table 4. 6: Enhanced Production

Production	Frequency	Percentage
Strongly Agree	107	57.2
Agree	80	42.8
Disagree	0	0
Total	187	100

Source: Field Data (2017)

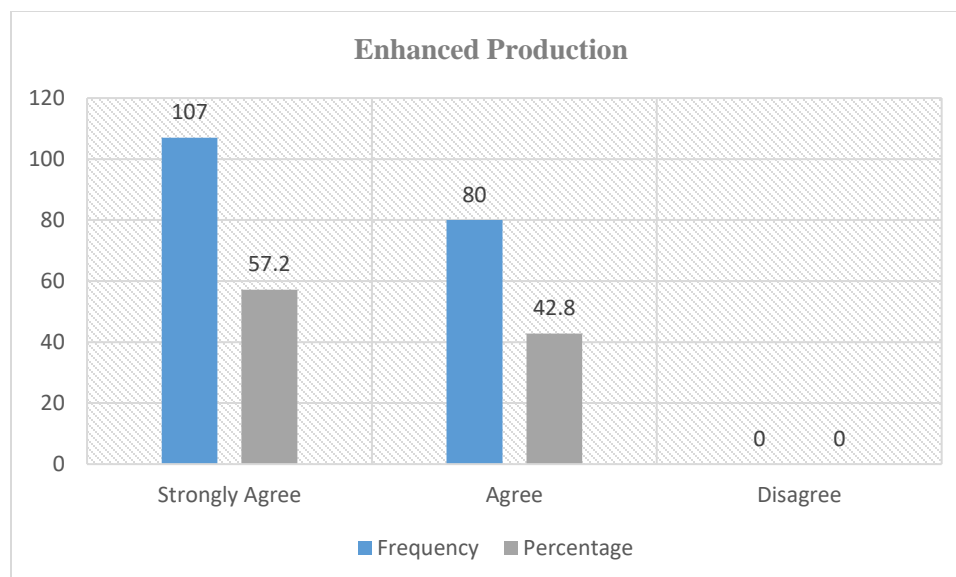


Figure 4. 6: Enhanced Production

The findings on table 7 on production showed 107(57.2%) strongly agreed that dialogue enhanced production. 80(42.8%) said dialogue helped in better production. When there is good coexistence and work is done well, then there is better production and great service delivery.

Good Working Relationship and Peaceful Environment

Conflicts that are not handled well, creates divisions leading to poor relationships. With good knowledge on dialogue and applying professionalism in a respectful way enhances better working relationship.

Table 4. 7: Improved relationship

Good Relationship	Frequency	Percentage
Strongly Agree	177	94.7
Agree	10	5.3
Disagree	0	0
Total	187	100

Source: Field Data (2017)

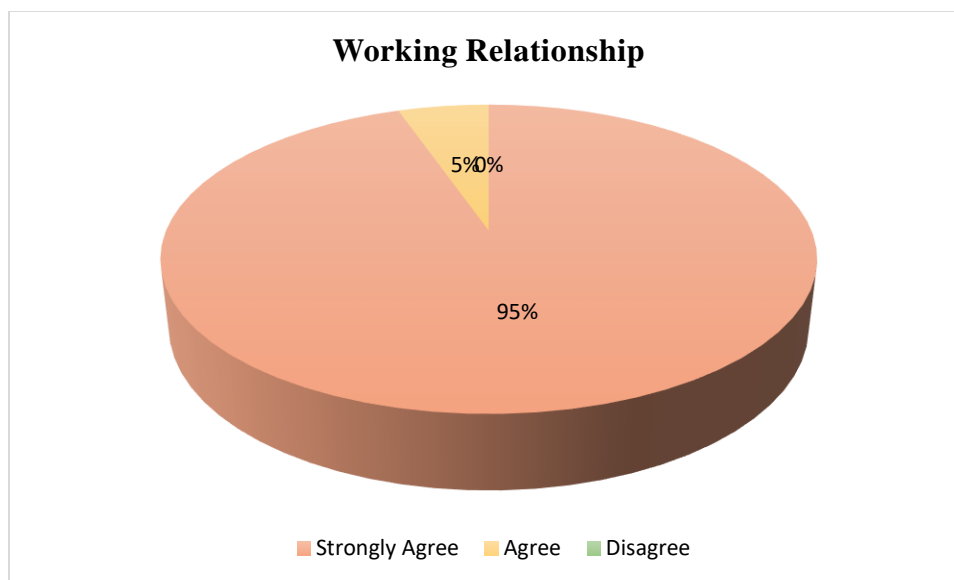


Figure 4. 7: Working Relationship

On the findings in table 8, the study showed that 177(94.7%) strongly agreed dialogue enhanced good relationship among employees while 10(5.3%) said stronger relationship is built when there is peace. All agreed that it was important to resolve conflicts at Rongo University to embrace good relationship.

Better Understanding

Workers learn how their fellow employees feel and think, as well as how to interact with each other. Involved parties take a more detailed look at situations and consider other possible solutions.

Table 4. 8: Better Understanding

Understanding	Frequency	Percentage
Strongly Agree	97	51.9
Agree	90	48.1
Total	187	100

Source: Field Data (2017)

From the findings, good understanding is important as indicated by 97(51.9%) of the respondents, while 90(48.1%) responded by saying how dialogue can bring harmony by understanding each other. No one can work alone without involving others in achieving organization's goal.

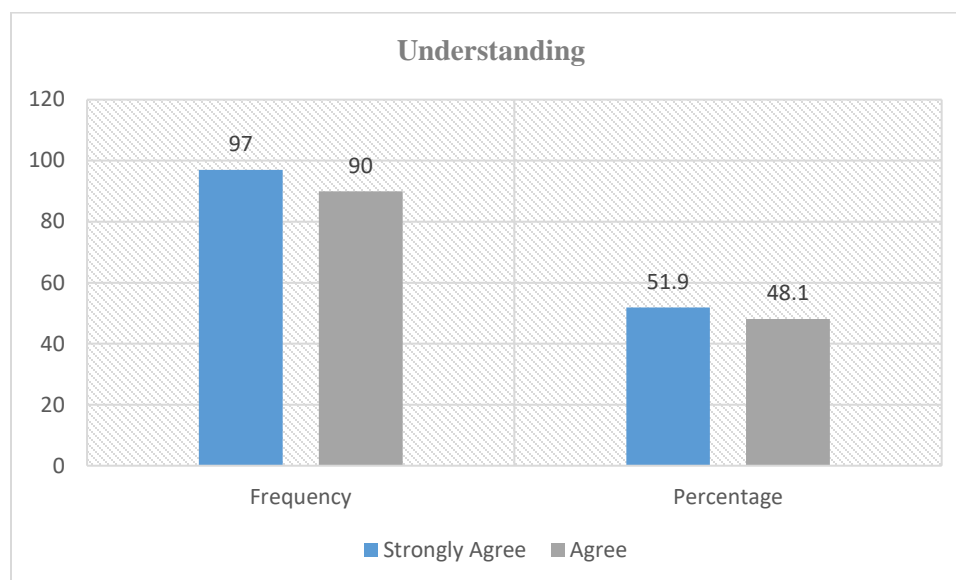


Figure 4. 8: Understanding

Organization Transformation

Dialogue is important in transforming the organization yet conflict is expensive. It leads to employees who, instead of working, are participating, avoiding, or trying to manage pointless conflicts with others. Trained employees are expensive to replace. When customers and sales are lost, replacement is not easy.

Table 4. 9: Organization Transformation

Transformation	Frequency	Percentage
Strongly Agree	155	82.9
Agree	32	17.1
Disagree	0	0
Total	187	100

Source: Field Data (2017)

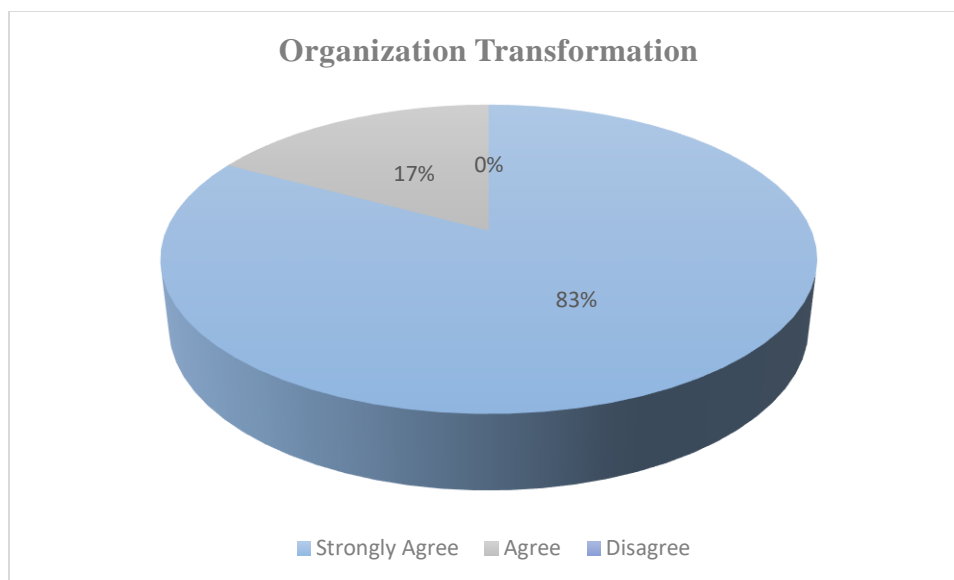


Figure 4. 9: Organization Transformation

The result of the study in table 13 on transformation revealed 155(82.9%) of employees said the use of dialogue in conflict resolution led to organization transformation at work place. Where conflict is resolved amicably, employees enjoy working and this was shown by the respondents.

Mutual Trust

Trust is very important in life and nothing is good when people trust each other. If the university employs dialogue and achieve the organization success and the result becomes positive, then trust is built day by day.

Table 4. 10: Mutual Trust

Consistency	Frequency	Percentage
Strongly Agree	118	63.1
Agree	69	36.9
Total	187	100

Source: Field Data (2017)

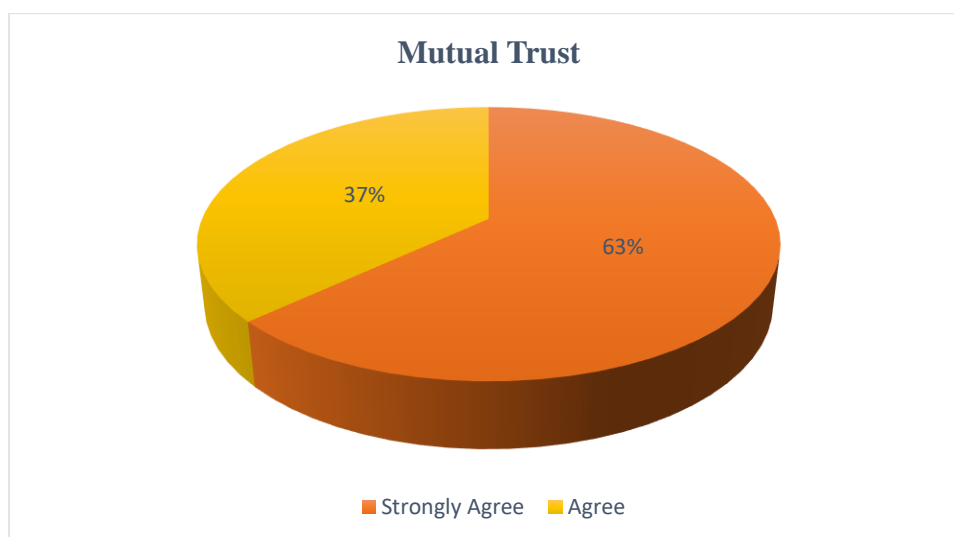


Figure 4. 10: Mutual Trust

The findings on table 14 showed that 118(63.1%) of respondents said dialogue builds trust as parties have to trust each other while 69(36.9%) doubted the trust that exists in organizations.

Better communication

Dialogue leads to communication and effective communication is a major solution to conflict resolution, it helps people understand why and how it should be carried out. With constant communication to employees to get updates on what is required it becomes apparent that employees are always at par with information.

Table 4. 11: Communication

Communication	Frequency	Percentage
Very Satisfactory	86	46
Satisfactory	36	19.2
Unsatisfactory	5	2.7
To improve	60	32.1
Total	187	100

Source: Field Data (2017)

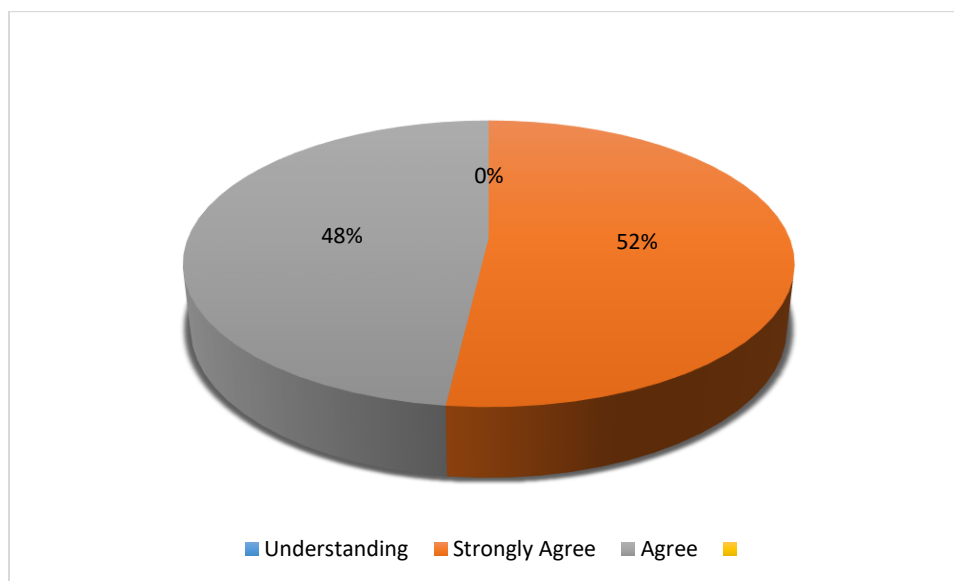


Figure 4. 11: Communication

Based on the findings on table 15, 86(46%) noted the importance of dialogue in communication as very satisfactory mechanism in conflict resolution. 36(9.2%) were satisfied with communication. Only 5(2.7%) didn't agree with communication as a way of conflict resolution. It was noted that 60(32.1%) dialogue improvement.

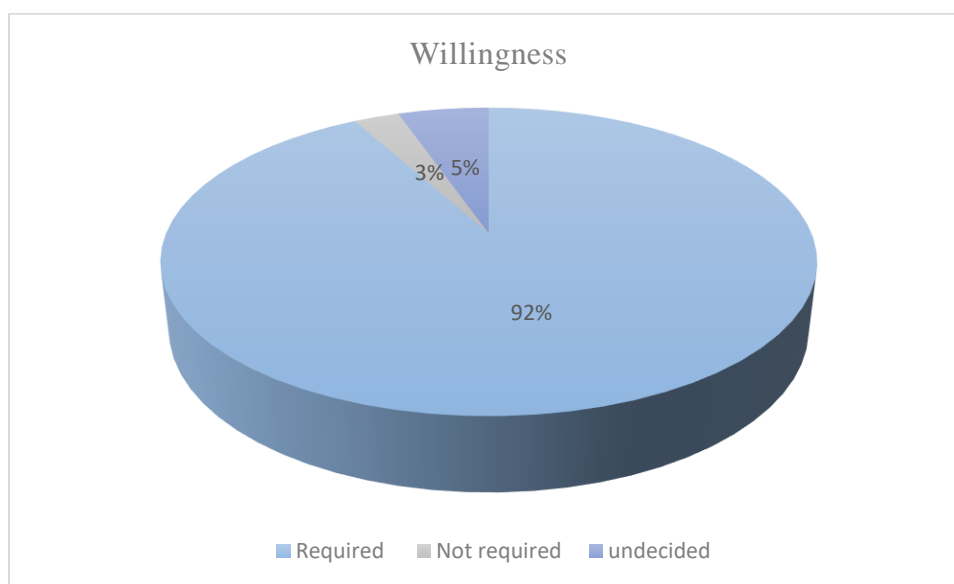
4.3 Requirements for Dialogue in Conflict Resolution

Successful dialogue requires the will, time, safe spaces, credible convener, equity, transparency/honesty, respect, listening and speaking. Dialogue requires the will to enter into dialogue. A successful dialogue process always implies some sort of willingness to learn. Dialogue thus requires a degree of openness to others and oneself. Openness includes allowing emotions, along with reflections, stories and faith, thus making space for 'the whole person. Majority of staff believe that dialogue is key to conflict resolution. It is well noted that nothing can take place without dialogue as it is the beginning of all peaceful coexistence. Where conflict is successfully managed, it significantly increases the likelihood that the process will indeed lead to the creation of a group of people that possess the valuable experience of dialoguing and have come to value close links with the other side.

Table 4. 12: Willingness

Willingness	Frequency	Percentage
Required	172	92
Not required	5	2.7
undecided	10	5.3
Total	187	100

Source: Field Data (2017)

**Figure 4. 12:** Willingness

Almost all 172(92%) of the respondents said willingness in dialogue is mandatory. 5(2.7%) noted there was no need to have the will to dialogue and 10(5.3%) were undecided. Willingness to dialogue is key to conflict resolution.

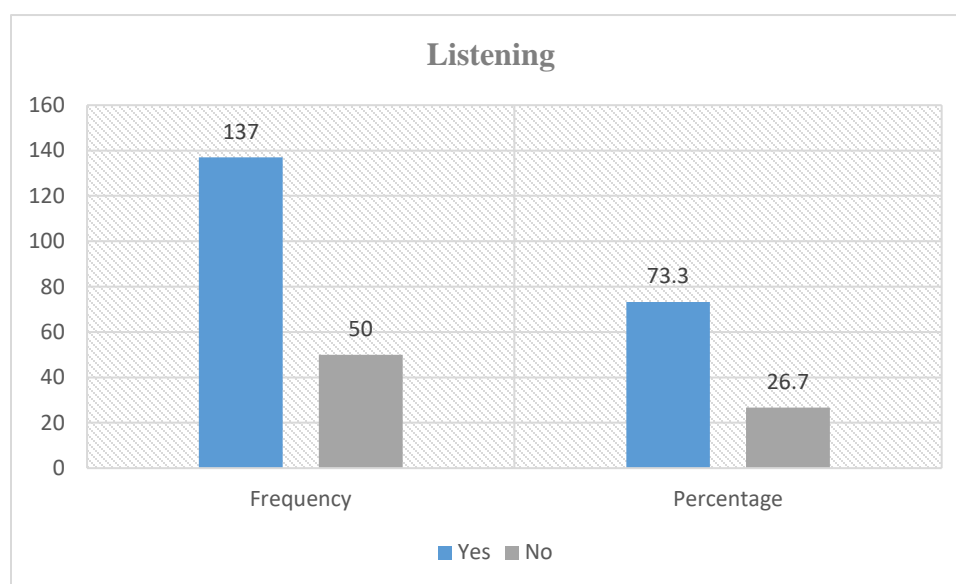
Listening

Management and employees should learn to listen to each other more. People talk, think, communicate and listen to each other's opinion in order to get a better solution that would favour all the parties.

Table 4. 13: Listening

Listening	Frequency	Percentage
Yes	137	73.3
No	50	26.7
Total	187	100

Source: Field Data (2017)

**Figure 4. 13:** Listening

Majority of the respondents 137(73.3%) noted that listening is crucial in any dialogue while respondents acknowledged dialogue does not only entail learning but listening as well. 50(26.7%) said there was no need to be keen on listening to participate in dialogue.

Respect

Respect is two way traffic where parties have to respect each other and each other's opinion for a better dialogue.

Table 4. 14: Respect

Respect	Frequency	Percentage
Very satisfactory	120	64
Satisfactory	67	36
Total	187	100

Source: Field Data (2017)

**Figure 4. 14:** Respect

The respondents indicated that 120(64%) were really satisfied with respecting each other, while 67(36%) were satisfied meaning respect is important in any dialogue process.

Table 4. 15: Safe place/space

Safe Space	Frequency	Percentage
Agreed	130	70
Disagreed	57	30
Total	187	100

Source: Field Data (2017)

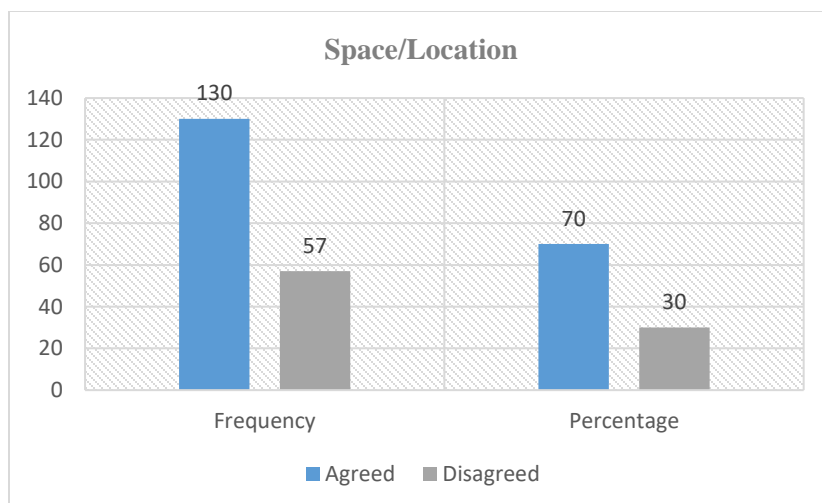


Figure 4. 15: Safe Space

Almost all respondents 130(70%) noted the importance of having dialogue in a safe place is important to work without disturbance. While 57(30%) said there was no need of looking at place where dialogue took place. The result implies that the place where dialogue is held plays an important role as they dialogue to help in conflict resolution that would help the institution. This shows that place is very important factor to hold dialogue in order to have a successful dialogue for a better solution.

4.3.3 Skills

It is important for administrators to ensure proper service delivery by people with proper skills, skills are necessary in the area of conflict resolution because no organization can survive without conflicts, it brings or creates a conducive working environment to employees. Know how on conflict resolution is very crucial for any management, it makes people learn and know how to handle issues as they come.

Table 4. 16: Skills

Skills	Frequency	Percentage
Very Necessary	176	94.1
Necessary	10	5.3
Not necessary	1	0.5
Total	187	100

Source: Field Data (2017)

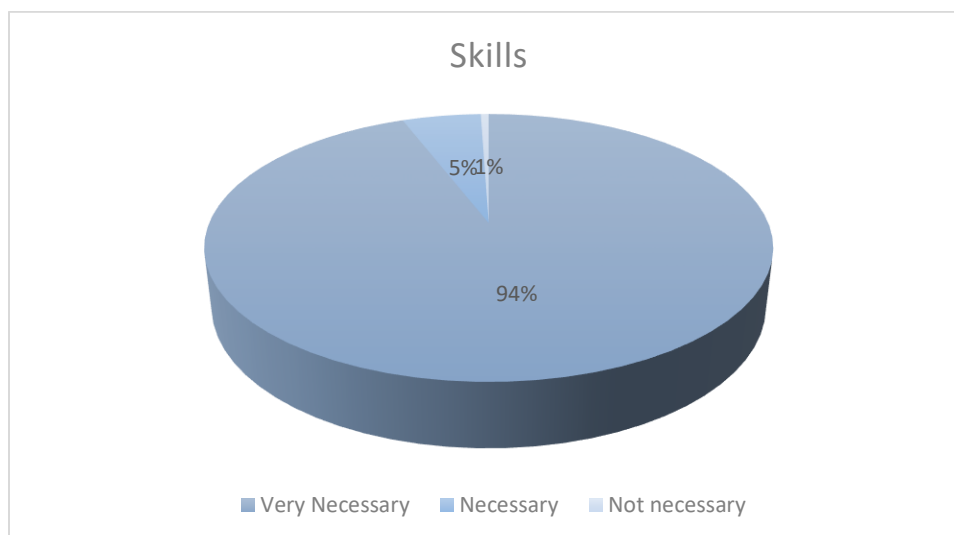


Figure 4. 16: Skills

Findings showed that 176(94.1%) respondents noted skills are important aspect in conflict resolution. 10(5.3%) saw the necessity while 1(0.5%) said there was no need of having the skill in dialogue. It shows that almost all respondents noted the importance of having critical skills in dialoguing.

Transparency/Honesty

It is upon management to create a formal and fair grievance handling procedure. These reduce bad interpretations and can prevent negative views from escalating

Table 4. 17: Transparency/Honesty

Transparency/Honesty	Frequency	Percentage
Strongly Agree	172	92
Agree	15	8
Disagree	0	0
Total	187	100

Source: Field Data (2017)

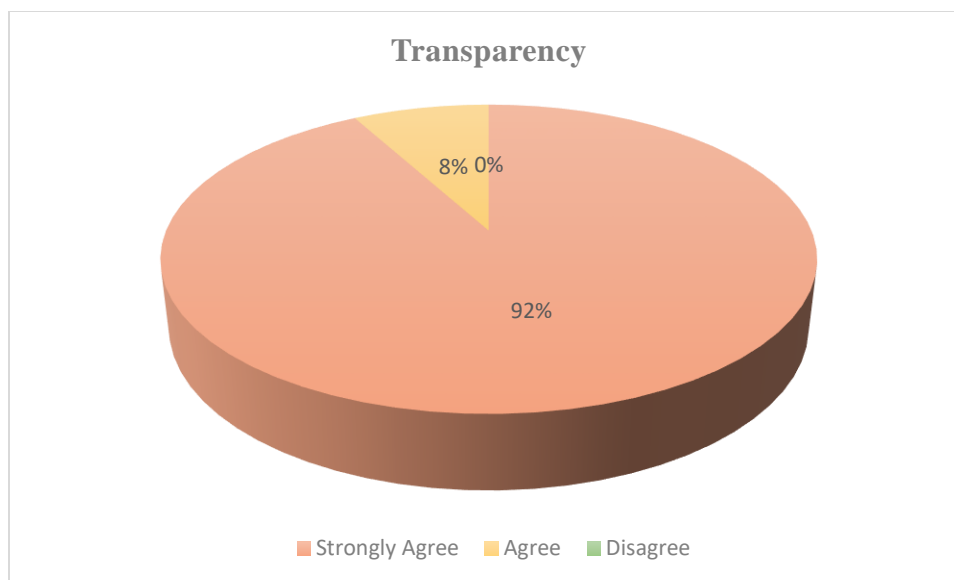


Figure 4. 17: Transparency

Findings revealed 172(92%) of respondents strongly feel it is important to be honest in dialogue process. Only 15(8%) felt the need and it indicates that all agree that it is important to be transparent when having dialogue. Transparency improves trust parties have for each other, which leads to clear dialogue and a better resolution.

Credible Convenor

A credible convener is of utmost importance, one who can lead dialogue to a positive conclusion. It is important to secure the participation of the employees to avoid the perceptions of biasness. The convener must be respected by majority of citizens and should not have any conflict of interest.

Table 4. 18: Convenor

Convenor	Frequency	Percentage
Necessary	177	94.7
Not necessary	10	5.3
Total	187	100

Source: Field Data (2017)

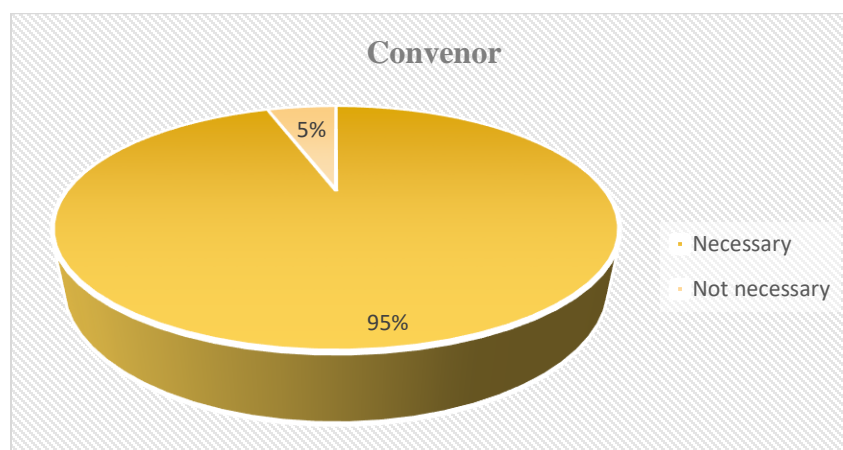


Figure 4. 18: Credible Convenor

Almost all respondents 177(94.7%) noted the importance of having a convenor in any dialogue, while 10(5.3%) said there was no need for a convenor. Without a credible convenor in a dialogue process, only chaos would emerge. A convenor knows what is required and the direction to be followed in order to reach a positive conclusion.

Resources

No institution can service without resources, be it financial, personnel, or material all are necessary for growth.

Table 4. 19: Resources

Resources	Frequency	Percentage
Financial	172	92
Personnel	10	5.3
Material	5	2.7
Total	187	100

Source: Field Data (2017)

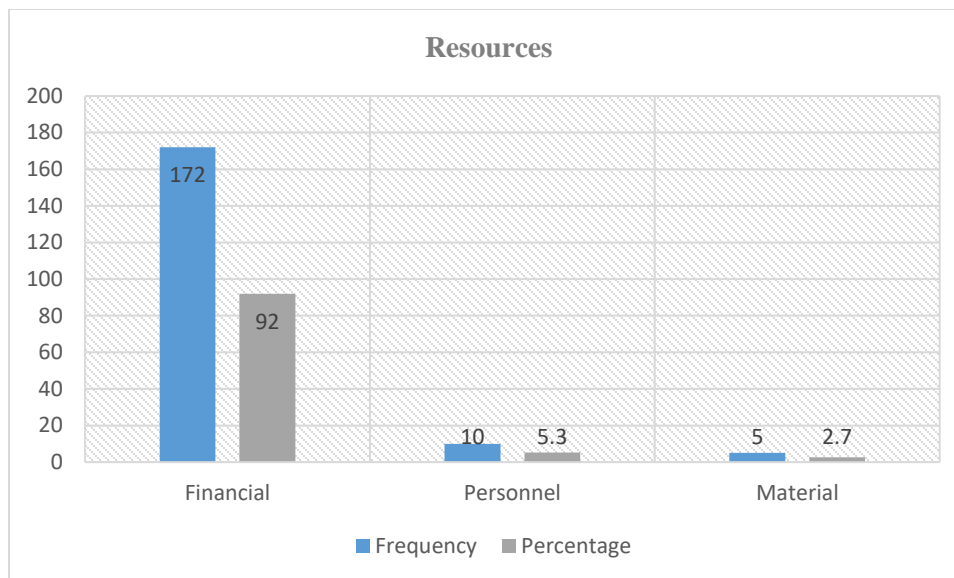


Figure 4. 19: Resources

According to respondents views 172(92%) noted the need to have finances in order to hold the dialogue process. 10(5.3%) said personnel are required and 5(2.7%) saw the need of materials to be used. With finances an institution can get the personnel and material required.

4.4 Dialogue as a Sustainable Tool for Conflict Resolution

Dialogue often has positive connotations. Dialogue implies a willingness to be persuaded by arguments, it has the power to undo and remake any existing social consensus. It is important as the involved parties are in constant communication with one another. Dialogue can be seen as a mutual truth. Parties must become open to the idea of changing perspectives based on what conflicting partners shared. Dialogue outcome is to create new human and political capacities to solve problems. Dialogue is one of the major mechanisms applied in conflict resolution in order to prevent more confrontation. There are unions representing all cadres of staff that can help in conflict resolution if it affects a given employee.

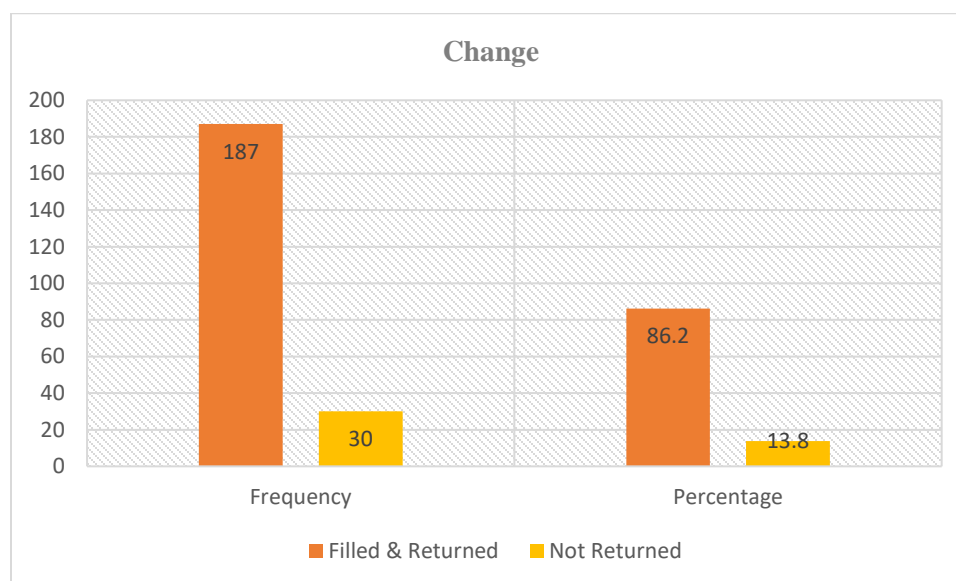
Long Lasting Change

In any organization, there must be a long lasting solution that can be used in order to sustain the credibility of the organisation. Dialogue can be used as a sustainable tool in conflict resolution, where it can bring change to the whole organization for a longer period.

Table 4. 20: Change

Change	Frequency	Percentage
Necessary	157	84
Not necessary	30	16
Total	187	100

Source: Field Data (2017)

**Figure 4. 20:** Change

Almost all respondents 157(84%) noted there was need for a long lasting solution to bring change in the institution, while 30(16%) didn't see the need for change. People fear change because of the unknown, but majority preferred dialogue as a sustainable tool.

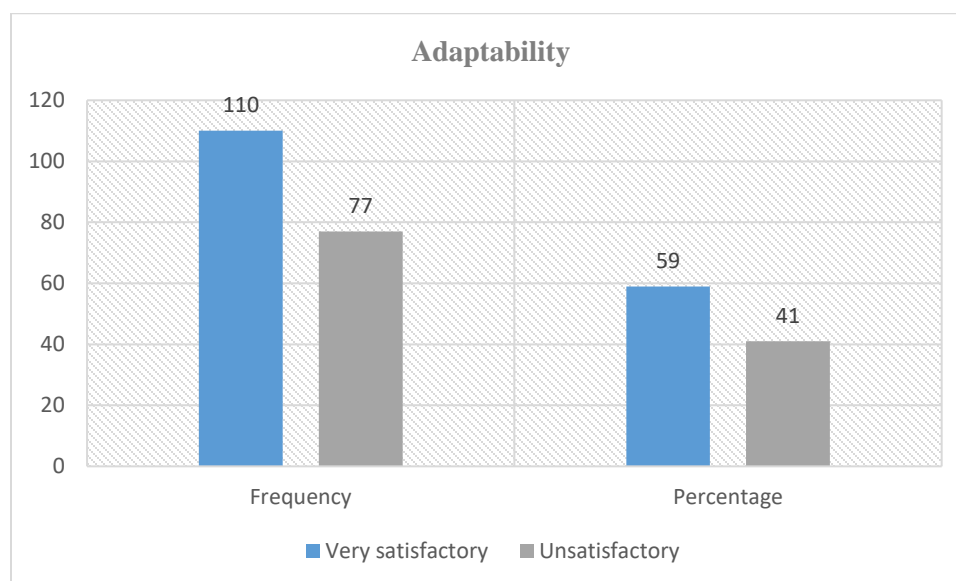
Adaptability

Adaptability is a sustainable measure for conflict resolution, a question arose if dialogue as a tool in conflict resolution a contribution or an obstacle to adaptability. The goal, characteristics and requirements of dialogue are qualities that contribute to adaptability. Through understanding all sides of a situation, it is good to be equipped to take innovative and inclusive responses to a changing environment.

Table 4. 21: Adaptability

Adaptability	Frequency	Percentage
Very satisfactory	110	59
Unsatisfactory	77	41
Total	187	100

Source: Field Data (2017)

**Figure 4. 21:** Adaptability

Results show that 110(59%) employees are able to adapt to the long lasting change that is positive to all, while 77(41%) were not satisfied with the issue of adaptability in the solutions made.

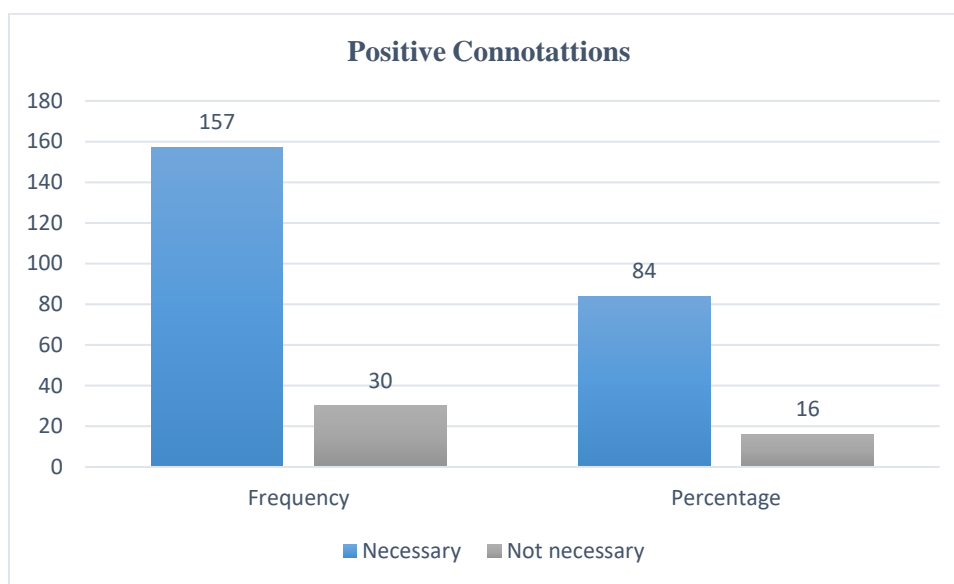
Positive Connotations

Dialogue always is implied as having a positive meaning that can be beneficial to all. Organizations always focus on positivity in order to get the best of all. It is an important aspect in conflict resolution.

Table 4. 22: Positive Connotations

Change	Frequency	Percentage
Necessary	157	84
Not necessary	30	16
Total	187	100

Source: Field Data (2017)

**Figure 4. 22:** Positive Connotations

The results given by respondents 157(84%) show that positivity in any undertaking is important, only 30(16%) noted the difficulty of being positive. Some never accept until and when there is an outcome to believe the positive connotations, but it is always good to have a positive connotation for a long lasting solution.

Policies

It was important that laying proper policies to all staff so that they are well informed of the structures in place, failure to which leads to serious destruction. It is important to create awareness on all the procedures for rules and regulations to be followed to avoid inconveniences. Policies are formulated and followed to the latter for effective University operations.

There are Collective Bargaining Agreements used wherever there is a problem with staff and management. The unions are represented by KUDHEIHA, KUSU and UASU. The set rules and regulations must be followed to the latter for better quality service.

Table 4. 23: Policies

Policies	Frequency	Percentage
Good	30	16
Bad	35	18.7
To improve	122	65.2
Total	187	100

Source: Field Data (2017)

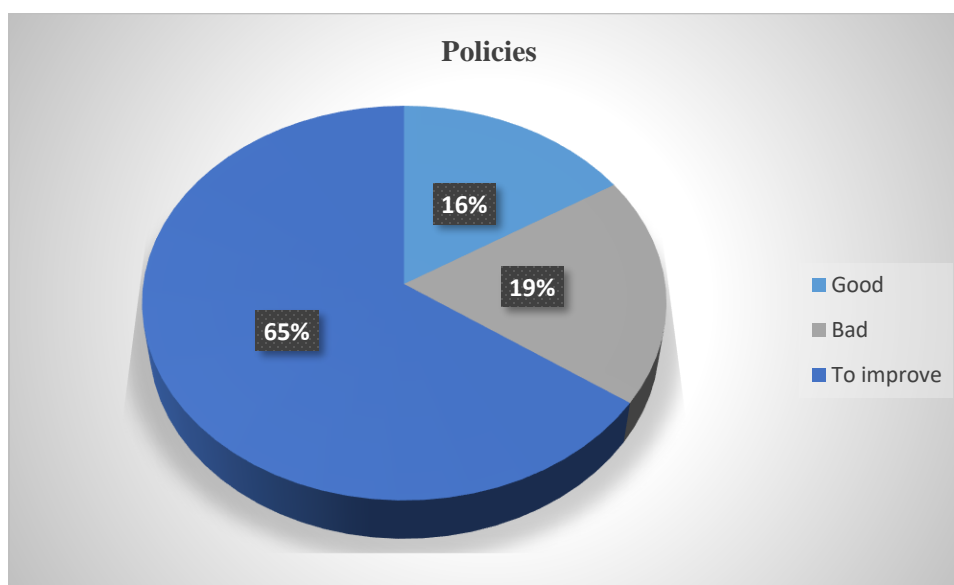


Figure 4. 23: Policies

The findings presented on table 17, showed that 16% agreed that policies are required 65.2% respondents agreed that improvement was required. 18.7% were dissatisfied and pointed out that the policies were not good.

Inclusive Process

Dialogue is inclusive where there is participation by various individuals. It is one way to resolve conflicts. This is done in order to ensure that all cadres are represented in the dialogue process to avoid biasness.

Table 4. 24: Inclusivity

Inclusivity	Frequency	Percentage
Most often	170	91
Often	11	5.9
Quite often	6	3.2
Never	0	0
Total	187	100

Source: Field Data (2017)

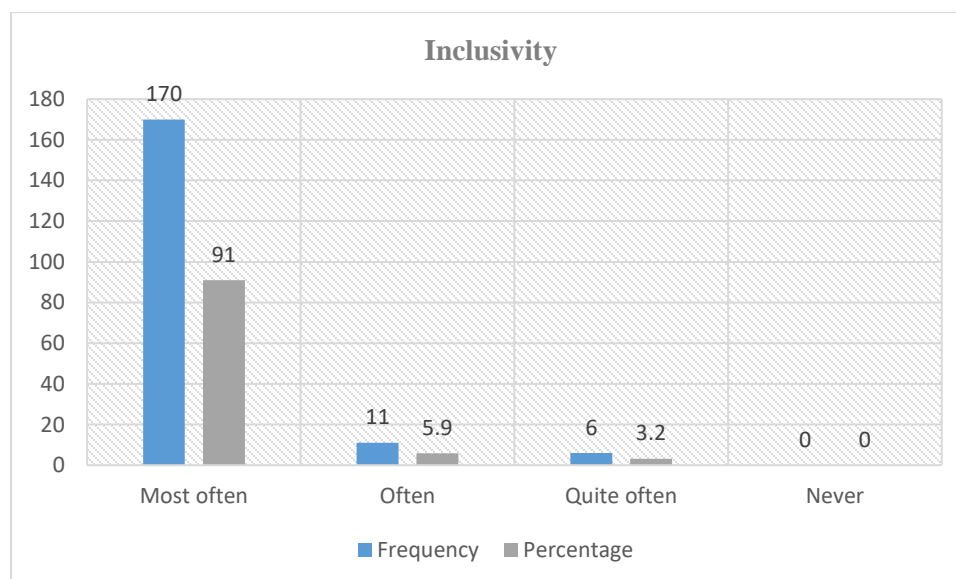


Figure 4. 24: Inclusivity

Findings 170 (91%) show that participation is practised most often, while 11(5.9) is done often 6(3.2%) said it is done quite often. This shows that there is inclusivity that leads to a lasting solution as when all dialogue and come up with a solution, it becomes binding to all parties. This shows that dialogue is a sustainable tool in resolving conflicts.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 OVERVIEW

This chapter presents the summary of the findings of the study on dialogue as a management tool for conflict resolution at Rongo University. The chapter also gives the major conclusions of the study, recommendations and suggestions for further studies. The study involved participation of employees of Rongo University as key informers who provided information to the research. Their participation rate in the study was equal and therefore the findings of the study have a balanced bearing.

The aim of the research was to develop on a theoretical framework defining dialogue as a specific form of communication. It emerged from the assumption that dialogue can be a tool in conflict resolution. To inform and challenge the assumption data was collected from employees of Rongo University. Further, I developed and analysed dialogue as a tool in conflict resolution. In this chapter, the researcher discusses the key findings in relation to the aim of the study and literature in the discipline of dialogue and conflict resolution in general and particularly the area of dialogue as a management tool of conflict resolution. Dialogue is the conversation taking place between people with an aim of getting a peaceful satisfying and long lasting solution.

The study carried out answered the research questions by the researcher which were: why is dialogue important in conflict resolution at Rongo University? What are the requirements for dialogue in conflict resolution at Rongo University? Can dialogue be a sustainable tool in conflict resolution? If conflict is not realized, it will prevail. Management can establish better ways of handling conflicts fairly and in a confidential way. Through this, there will be better work conditions and equality to all employees. Any good people management has to provide a good and positive work environment and handling conflict without postponing.

5.2 Summary of Findings

The study revealed that dialogue is important in conflict resolution. It enhances good relationship among employees, builds trust, creates safety, enhances peace as well as it builds awareness. It leads to better production, and quality service thus leading to achievements of organizational goals.

Employees noted that dialogue is about expanding capacity for attention, awareness and learning with and from each other with an aim of getting a better solution. Dialogue helps parties develop a new, shared meaning and understanding of the other, from other's perspective. Employers' main objective is to deliver by ensuring good and healthy place of work for all employees. Their main responsibility is to ensure conflict is well handled and does not affect institutions outcome and relationships among employees.

Requirement is referred to as something needed and wanted, while condition refers to the quality of the dialogue. Dialogue as a form of communication require more elements than having a dialogical attitude and a culture. The requirements for dialogue include will, time, safe spaces, equity, trust, listening, respect, transparency/honesty and speaking. Dialogue thus requires a degree of openness to others and oneself. Listening in dialogue is key. All concur that there are procedures for conflict resolution. Conflict is inevitable and having the resolution skills is important to the university administration. Time is further a requirement, time for dialogue process, both during and after the dialogue. Dialogue is an effective process that helps discover meanings and creates harmony. It is important for employers to ensure quality prevails and good practice where staff understand conflict. Open communication and understanding encourages a pool of trust and respect to the institution and society at large.

Safe space is crucial for dialogue. Whether the process takes place in a framework of secrecy or openness affects its importance. Equity is further a requirement that can be related to weak framing, where everybody has the equal possibility and time to speak. Transparency in dialogue and participation. A credible convener is of utmost importance, one who can lead dialogue to a positive conclusion. It is important to secure the participation of the employees to avoid the perceptions of biasness. Clear rules and procedures should be followed to the latter. Being honest in any dialogue is important because that is what will lead to better conclusion. Dialogue can be a part of the elastic elements holding the web together, which allows it to take a blow without breaking. Dialogue brings a long lasting change that is beneficial to all by ensuring all is acceptable. Dialogue acknowledges one another's humanity. In any dialogue, there must be a long term solution that will prevail with or without the parties. To find long-lasting solution there must be patience and modesty. It helps maintain tolerance, respect good understanding and freedom to think. Dialogue is like a bridge building long lasting trust and understanding.

To bring about sustainable change, people have to develop a sense of joint ownership of the process and become stakeholders in identifying new approaches to address common challenges. Dialogue recognizes one another's humanity. Participants must be willing to show empathy toward one another, recognize differences as well as areas of common ground, and demonstrate a capacity for change. Dialogue stresses a long-term perspective. I rally the case to reclaim dialogue as number one strength in meeting with conflict, anguish, violence and hatred. I believe that the power that lies within dialogue can contribute to radical change.

5.3 CONCLUSION

The study investigated dialogue as a conflict resolution tool of management at Rongo University. An institution cannot run smoothly without any conflict, it was important to study how dialogue is important in conflict resolution at Rongo University.

In the study, dialogue was seen as a major tool of resolving conflict by building and strengthening relationship and understanding. Dialogue builds trust, focus on how one experienced conflict instead of debate, with trust, circles of communication are expanded. Society is dependent on trust and trust is often low in conflict areas. Expanding trust is thus building peace in the minds of individuals from the bottom-up. Society becomes more comprehensive and accessible with trust, as we have access to more people and thus more liberty in the institution. Dialogue has contributed to peacebuilding and calms down conflicts, it creates mobility, visibility and builds relationships. It can lead to a review of victim-aggressor perceptions as it opens up the possibility to see both parts as victims. Dialogue nuances attitudes by listening to the other's stories. Through dialogue, the person becomes visible, not just as a representative of the enemy, but as a human. The view of victim-aggressor can in turn lead to cooperation to improve the conditions for both parts, taking a win-win approach to each other.

Dialogue is associated with the satisfaction of the results from teamwork. It finds truth, binding people together, brings people into alignment on goals and strategies to gain more and achieve better results. Dialogue creates safety when one is listened to, as well as builds awareness. People come together to work out conflicts through dialogue, results in treating others with respect and humbleness. Dialogue represents a mobility of perspective as dialogue creates movement where debate makes people freeze in their position.

The study further revealed that dialogue cannot succeed without the necessary requirements. Requirements necessary for dialogue further serve as environments in which the elements can occur. An effect of understanding others can in favourable conditions such as openness and self-criticism, lead to better understanding of oneself, as we realize how we are similar and different from others. There needs facilitation by a good facilitator, facilitating therefore requires humbleness, as not wanting to control the dialogue process requires a unique will to listen and a view on humanity based on the outmost respect for the uniqueness of individuals. The facilitator is the role model for the dialogue group, without such an integrity the facilitator can make things worse. Dialogue is not something everyone can do, it is a mindset and an attitude towards life.

Dialogue's main attribute is listening. The objective of listening before speaking is to understand the other better. Following listening, the focus in dialogue is to openly share one's own point of view. As dialogue is a reflective form of communication, changing one's opinion through internalizing thoughts, considerations and impressions from communication is seen as strength. Dialogue thus requires a degree of openness to others and oneself. Openness including allowing emotions, along with reflections, stories and faith, thus making space for the whole person. Dialogue is viewed as an attitude and a culture as requirements for facilitating dialogue as a form of communication. If attitude and culture are not in place, communication through dialogue will then be impaired. Developing an attitude of openness and curiosity, and a culture where we admit that we do not know everything, thus in itself requires enormous efforts.

Dialogue is seen as a sustainable tool in conflict resolution and should be practiced more often in order to gain the objectives of the university. Dialogue as a form of communication with the goal of understanding can be a sustainable tool in conflict resolution without limiting the process of dialogue. A tool is something used to do what is necessary to achieve an aim, dialogue can be said to be a tool, specifically a communication tool. Within the tool dialogue, there are further tools such as asking questions and active listening. It is an instrument for reconciliation and peace. Dialogue is an effective tool to address challenges faced by societies in the 21st century, considering the possible effects of dialogue, it could in favorable conditions be an effective tool in conflict resolution.

Dialogue being an important aspect in conflict resolution if well explored can have a long and positive effect to the university. The findings to this study may further provide a basis for introduction of clear conflict resolution strategies used in implementation of policies. This Thesis would therefore be an important reference text for scholars, policy makers and practitioners in dialogue, conflict, and Conflict handling. Management should try and ensure that whatever triggers conflict should be dealt with in time. Communication problem, can lead to conflict, clear, concise, accurate, and timely communication of information will help ease both the number and the extent of conflict.

5.4 RECOMMENDATIONS

The study has so far understood the objectives studied on dialogue as having significant impact on conflict resolution at Rongo University. However, a lasting solution should be achieved since the university is still growing. This calls for every stakeholder to take his/her role seriously in ensuring that dialogue is practised to the latter in order to achieve success. Therefore, the study makes the following recommendations:

- (i) Employees of Rongo University need to embrace dialogue for success of the university. It is important to create awareness and acceptance that conflict exists and if dialogue is engaged, it will bring harmony to the organization. In relation to findings, it is important to embrace dialogue in order to invest in the importance of using dialogue as a tool in conflict resolution. Better working conditions, improved production and a better image and reputation will be maintained if dialogue is well applied.
- (ii) Dialogue requires participants to commit themselves to listen, reflect and question with a curious mindset to seek shared understanding. The university should ensure efficiency in service delivery and good organization relation thus turning conflicts into better opportunities that can make a difference.
- (iii) It is important to listen and respond with empathy, be involved, ask other person's opinions, ideas and thoughts and maintain and affirm self-esteem. Commitment is important to achieve the required objective in dialogue.

- (iv) It is important that communication reach the necessary participants. Workplace that is respectful, courteous, fair and values individual differences is a core aspect of building a positive workplace culture. Managing equity and diversity is a key component of managing workers and by focusing on building a positive and respectful culture, the university should promote and motivate employees to perform better. University, management should promote a fair and better work environment for all staff. Supervisors should maintain open communication to enable participation by other staff.
- (v) Dialogue requires various things to succeed, it is therefore the responsibility of the university to avail the necessary facilities during dialogue. Especially resources including financial, personnel and material. The best results in dialogue can only be achieved when the right things are done on time. There must be enough time for the dialogue process and should not be done in haste. The University through the various committees come up with a long lasting solution on how conflicts can be handled before they escalate to an impossible state.
- (vi) Rongo University should work out the best ways to get a sustainable change, people have to develop a sense of joint ownership of the process and become stakeholders in identifying new approaches to address common challenges. Participants must be willing to show empathy towards one another, recognize differences as well as areas of common ground and demonstrate a capacity for change.

5.5 SUGGESTIONS FOR FURTHER STUDY

My motivation for the research topic is thus connected with a professional interest to continue working with dialogue as a tool for conflict resolution.

The study further suggests research to be done on:

- (i) The impact of dialogue in an organization.
- (ii) The study be replicated in other areas including other learning institutions and perhaps more organizations not necessarily dealing with academic matters.
- (iii) Better ways of handling conflicts in learning institutions.

5.6 CONTRIBUTIONS TO THE BODY OF KNOWLEDGE

Objective	Contribution
Importance of dialogue	<p>Dialogue is important as humans are in constant communication with one another.</p> <p>Dialogue builds trust and can be very effective in the growth of an organization and can be considered as the best in conflict resolution as long as it is handled well.</p> <p>Dialogue unites as it opens the possibility to share a common experience of listening to one another, with people we might be very different from.</p>
Requirements for dialogue	<p>Dialogue as a mutual process requires both listening and speaking.</p> <p>Dialogue should be handled in a favourable environment to give positive results. Willingness, credible and humble convener, respect, resources and transparency were the most valued during the dialogue process.</p>
Dialogue as a sustainable tool	<p>Dialogue is thus a tool for understanding which can be used as a tool in conflict resolution. Dialogue can be a sustainable tool in conflict resolution as it can contribute well to adaptability.</p> <p>Dialogue is described as a form of communication and can be used as a tool. A tool highlights dialogue as something useful.</p>

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APPENDIX 1: QUESTIONNAIRE

This questionnaire is meant to collect information to examine “*Dialogue as a Management Tool for Conflict Resolution at Rongo University*”. Kindly answer the questions honestly and exhaustively by putting a tick (✓) in the spaces provided where necessary. The information is strictly for academic purposes only and will be treated with utmost confidentiality.

A. General Information

1. Gender:

a) Male

Female

2. Age

a) 21 – 30 years

b) 31 – 40 years

c) 41- 50 years

d) Over 50 years

4. Level of education?

a) O level

b) College/Dip/HND

c) Bachelors

d) Masters

e) PhD

3. Years of service at Rongo University

a) Less than one year

b) 1 year

c) 2-5 years

A. Importance of Dialogue

1. What is your definition of dialogue?

2. Do you agree that dialogue is important?

Yes

No

If yes, how

3. How often does the University administration apply dialogue?

(1) Strongly Agree

(2) Agree

(3) Disagree

(4) Strongly Disagree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Most Often					
Often					
Never					

4. Is the use of dialogue effective in Conflict Resolution?

Yes

No

Sometimes

6. How can you improve dialogue?

(2) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree

How to improve dialogue	Strongly Disagree	Disagree	Agree	Strongly Agree
By listening				
Being respectful and Honest				
Willingness				
Enough time				
Place for dialogue				

9. How long can dialogue take to be effective?

Up to one month

Up to two months

Up to one year

10. What are positive effects of dialogue?

B. Requirements for Dialogue

1. What do you think is a major requirement for dialogue?

With the necessary requirements, do you think dialogue can be effective?

Yes

No

Where does your knowledge and competence on dialogue come from?

What are the necessary conditions for dialogue?

2. At what level do you apply the requirements?

(a) Top level

(b) Middle level

(c) Bottom level

(d) All levels

3. How do you rate the following requirements?

(3) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree

Requirement	Strongly Agree	Agree	Disagree	Strongly Disagree
Willingness				
Time				
Place				
Respect				
Transparency				
Credible Convener				
Procedures				

4. Do you think the requirements affect the dialogue process?

Yes No Sometimes

5. According to you, is transparency important in the dialogue process?

Yes No Sometimes

6. Is it expensive to hold dialogue?

Yes No

If Yes, how

7. Do you agree that listening contribute in good dialogue?

Yes No Sometimes

8. Which are the most essential skills to hold in dialogue as a credible convener to resolve conflict?

(1) Agree (2) Disagree (3) Strongly agree (4) Disagree

Personal transformation

Good communication

Good listener

Good decision maker

Transparent/Honest

Respectful

Willingness

9. Can an organization do without holding dialogue?

Yes No

10. Do you face conflict in the workplace?

Yes No

11. What are some of the consequences likely to occur if there is no dialogue in such an institution?

12. Does dialogue provide an opportunity for change?

- (a) Agree (b) Disagree (c) Highly Agree
 (d) Highly disagree (e) Neither Agrees nor disagrees

13. Do you think knowledge of dialogue is necessary for conflict resolution?

Yes No

14. Does the University have resources to hold dialogue (time, finances, & personnel?)

Yes No

15. Feedback on dialogue is always welcome by employees

- (a) Agree (b) Disagree (c) Highly Agree
 (d) Highly disagree (e) Neither Agrees nor disagrees

B. Dialogue as a Sustainable Tool in Conflict Resolution

1. Do you think dialogue can be a sustainable tool in conflict resolution?

Yes No

If Yes, how

2. Do you think the following can be a result of dialogue for sustainability?

- (a) Mutual trust
 (b) Mutual truth/understanding
 (c) Long lasting change
 (d) Humanity
 (e) Inclusive Process
 (f) Positive connotations

Yes No

3. What do you understand by conflict resolution?

4. (a) Do you think conflict resolution is important in higher learning institutions?

Yes No Sometimes

(b) How?

5. What are some of the mechanisms applied by management to sustain dialogue in conflict resolution?

6. Do employees participate in dialogue to resolve conflicts?

(a) Agree (b) Disagree (c) Highly Agree
(d) Highly disagree (e) Neither Agrees nor disagrees

7. Do you think conflict resolution mechanisms applied are always welcome?

(a) Agree (b) Disagree (c) Highly Agree
(d) Highly disagree (e) Neither Agrees nor disagrees

8. Does the University practice dialogue on Conflict Resolution?

Yes No

9. Do you believe that knowledge on dialogue is important for sustainability?

Thank you!

APPENDIX II: KREJCIE AND MORGAN'S SAMPLE SIZE DETERMINATION TABLE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1,000,000	384


N – Population Size

S – Sample Size

APPENDIX III: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. PELESIAH AWUOR OKUTHE
of RONGO UNIVERSITY, 0-40404
Rongo, has been permitted to conduct
research in Migori County
on the topic: DIALOGUE AS A CONFLICT
RESOLUTION TOOL OF MANAGEMENT IN
HIGHER LEARNING INSTITUTIONS. A
CASE OF RONGO UNIVERSITY
for the period ending:
7th March, 2018

Permit No : NACOSTI/P/17/98753/15397
Date Of Issue : 8th March, 2017
Fee Received :Ksh 1000





Pelesiah Awuor Okuthe
Applicant's Signature

[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**


REPUBLIC OF KENYA


NACOSTI
National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No. A13074

CONDITIONS: see back page

APPENDIX IV: RESEARCH AUTHORIZATION - NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/98753/15397**

Date:

8th March, 2017

Pelesiah Awuor Okuthe
Rongo University College
P.O.Box 103-40404
RONGO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Dialogue as a conflict resolution tool of management in higher learning institutions. A case of Rongo University,*” I am pleased to inform you that you have been authorized to undertake research in **Migori County** for the period ending **7th March, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Migori County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.

**APPENDIX V: RESEARCH AUTHORIZATION –MIGORI COUNTY DIRECTOR OF
EDUCATION**



MINISTRY OF EDUCATION
State Department of Education

Telephone: (059) 20420
Fax: 05920420
When replying please
quote

COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY
P.O. Box 466-40400
SUNA –MIGORI

REF: MIG/CDE/ADMN./1/VOL.III/ 143

DATE: 30th June, 2017

Pelesia Awuor Okuthe
Rongo University College
P.O. Box 103-40404
Rongo

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Dialogue as a conflict resolution tool of management in higher learning institutions. A case of Rongo University*". I am pleased to inform you that you have been authorized to undertake research in Migori County for a period ending 7th March, 2018.

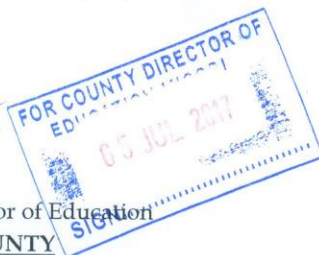
On completion of the research, you are expected to submit one hard copy and a soft copy of the research report/Thesis to this office.

Thank you.

P.P.A.


Luka Chebet

County Director of Education
MIGORI COUNTY



**APPENDIX VI: RESEARCH AUTHORIZATION –MIGORI COUNTY
COMMISSIONER**

**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO ORDINATION OF
NATIONAL GOVERNMENT**

Telephone: (059) 20511
FAX (059)20361
Email:
countycommissionermigori@yahoo.com



OFFICE OF THE COUNTY COMMISSIONER
MIGORI COUNTY
P.O. BOX 2 - 40400
SUNA- MIGORI.

When replying please quote

RefNo:ED.12/19 VOL. I/(278)

Date: 7th July, 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORISATION

Pelesiah Awuor Okuthe NACOSTI/P/17/98753/15397 a student at Rongo University has been authorized to carry out research on "***Dialogue as a conflict resolution tool of management in higher learning institution. A case study of Rongo University, Migori County, Kenya***" for the period ending 7th March, 2018.

Accord her the necessary assistance.


BILLIAN A. OMOGI
FOR: COUNTY COMMISSIONER
MIGORI COUNTY

COUNTY COMMISSIONER
P.O. Box 2
MIGORI COUNTY

CC

The County Director of Education
MIGORI.